

HUMANE EDUCATION

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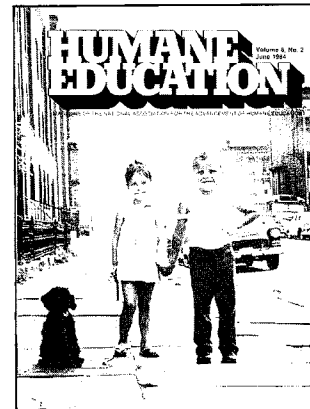
Eye to Eye With Nature

With the advent of warm weather, a bright new world of discovery is open to young people. Summer provides a unique opportunity for youngsters to gain insights into the ways of wild creatures. For children who have been influenced by caring adults throughout the rest of the year, summer wildlife encounters can provide a joyful experience and a greater appreciation of all life. As humane educators, our actions have implications far beyond the bounds of the classroom. The examples we provide today may one day benefit students more than we will ever know. ♥



HUMANE EDUCATION™

Volume 8, No. 2/June 1984



The Cover

Whether in the city or the country—it's the same. There's nothing like a warm, sunny summer day and good friends to share it with. We at NAAHE would like to wish our readers a joyful and productive summertime. Our cover photo is the work of Marion Duckworth, courtesy The Humane Society of the United States.



Kathleen J. Savesky, NAAHE Director; Willow Ann Soltow, Editor; William DeRosa, Research Associate; Barbara Dolce, Office Manager; Board of Directors; John A. Hoyt, Murdaugh S. Madden, Patrick B. Parkes, Paul G. Irwin. © 1984, The National Association for the Advancement of Humane Education, all rights reserved. HUMANE EDUCATION is published quarterly by the National Association for the Advancement of Humane Education, a division of The Humane Society of the United States. Editorial offices and association headquarters: NAAHE, Norma Terris Humane Education Center, Box 362, East Haddam, CT 06423. HUMANE EDUCATION welcomes unsolicited manuscripts, photos, and artwork. Materials will not be returned unless accompanied by a self-addressed, stamped envelope. Memberships, renewals, and changes of address: NAAHE, 2100 L Street, NW, Washington, DC 20037. Annual member's dues: \$10; Comprehensive membership: \$15; Organizational membership dues: \$25; Comprehensive Organizational membership: \$30. NAAHE membership dues are tax deductible to the extent permitted by law. Permission is granted to educators to reproduce with proper credit any page designated as a Humane Education Copy Master as well as Clip Art drawings, mini posters, and other pages so indicated. Reproduction in whole or in part in any form or format of any other material in this issue is prohibited without permission of the publisher. Generally, permission will be granted to organizations and individuals who are working to prevent cruelty to animals. Write NAAHE Permissions, Box 362, East Haddam, CT 06423. Design by Wendy H. Walden, Guilford, Connecticut. Printing by Allied Printing Services, Inc., Manchester, Connecticut, ISSN #0149-8061.

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EARLY CHILDHOOD



PRIMARY



INTERMEDIATE



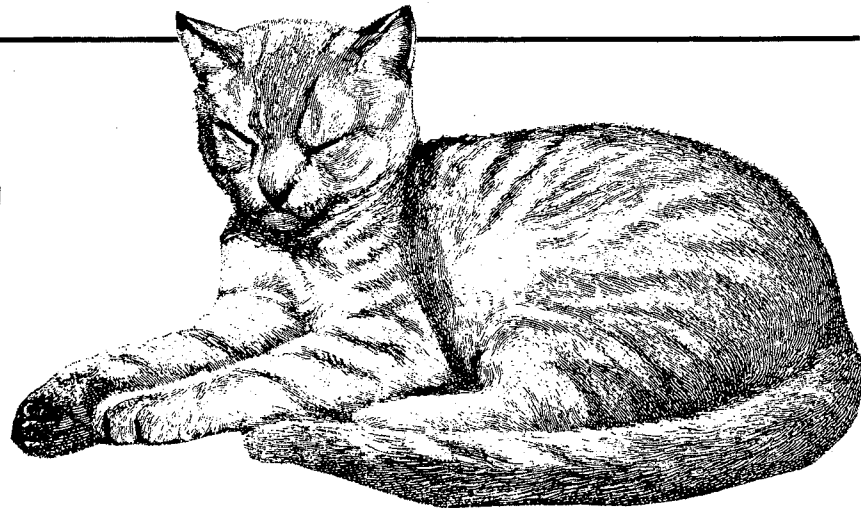
JUNIOR HIGH

THE FELINE MYSTIQUE:

Dispelling the Myth of the Independent Cat

by Willow Soltow

*M*ysterious, aloof, inscrutable...these are the adjectives poets have traditionally reserved for the cat. Ever since the relationship between humans and felines began, people have



professed to view the cat with an attitude approaching reverence. But the "feline mystique" has not always benefited the object of that supposed reverence. Our misconceptions with regard to cats and their needs have sometimes had devastating consequences.

Anyone familiar with the history of the cat knows of the



Cats, like humans, have a range of different needs. Learning to respond to these needs is what responsible pet ownership is all about.

—John J. Dommers

problems caused by the "mysterious" stereotype. More relevant to present-day cat troubles is the image of the cat as an independent animal. From Eliot's *MaCavity* to Lear's eccentric *Old Foss*, human-made cat characters have helped to foster a false image of the cat as entirely self-sufficient. Unfortunately, this is just not the case. But many pet owners, mistakenly believing that their animals can take care of themselves, neglect their cats. As a result, the number of stray and feral cats is high and steadily growing. In addition, the notion that felines must experience the outdoors to satisfy some mysterious primal need has led to cats being turned out in busy, dangerous, urban areas.

June is official Cat and Kitten Month. Sponsored by 9-Lives pet food company, the American Humane Association, and many animal welfare agencies, Cat and Kitten Month provides an opportunity for humane educators to dispel the myth of the feline mystique.

If your school is in session during the month of June, a unit on the cat may be just the thing to keep interest level high at a time when students' thoughts are often far from the classroom. The following activities will also provide useful ideas if you are planning teaching strategies for a summer camp or Scout group. Activities are divided into two categories: the first for primary grades, the second for older elementary grades.

For Younger Students

How Cats Behave

Provide your students with an introduction to typical cat behavior. Allow them some time to watch a real cat. (Perhaps a student or local cat owner will permit his or her pet to visit for a day.) As an alternative, you might want to show a movie that focuses on cats and their habits. The *Resources* section at the end of this article references a number of films on cats. Following the film or observation, have students act out different cat mannerisms. Encourage pupils to use their imagination in performing various catlike actions: walking, preening, pouncing, eating, curling up for a nap, scratching, stretching, playing, running. At the conclusion of these exercises, have students tell what it felt like to "be" a cat.

A Cat's Needs

Discuss the elements of responsible cat ownership with your students. Being a concerned pet owner means more than providing food, water, and shelter. Explore with your students: What else do cats need? Grooming, affection, exercise, humane discipline, veterinary care, and respect for a cat's individuality are all ingredients of caring pet ownership. Your local animal welfare group, veterinarian, or library may be able to provide you with handouts or information on cat care. Discuss with your students: What are some behavior traits in cats that reflect their wild ancestry? How do these traits reflect cats' relationships with humans? Should a pet owner be angry with a cat that has just killed a mouse? Why? Why not?

Contrary to popular belief, cats are quite capable of leading healthy, happy lives without going outside. Can students think of other popular fallacies about cats? (Some possible misconceptions include: Cats do not need to be groomed because they groom themselves. The food that people eat is better for cats than canned or dry cat food. A cat will

instinctively avoid eating a poisonous house plant.) The Cat True-False Quiz from the Winter 1978 issue of HUMANE EDUCATION turns a number of these fallacies into a fun and educational game. For a copy, send a self-addressed, stamped envelope with your request to NAAHE, Box 362, East Haddam, CT 06423.

Explain to your students that cats, like humans, have a range of different needs—as well as various means by which they express their needs. Learning to read a pet's communication signals is an important part of responsible animal care. Following class discussion, make a number of cards. On each, write an adjective describing how a cat might feel: *hungry, sleepy, angry, playful, cold, frightened, thirsty, excited*, for example. Have each child take a card and complete the sentence: "My cat is _____," (filling in the blank with the adjective on the card) "so I will _____." (filling in the second blank with his or her own humane reaction to the cat's feelings) For example: "My cat is *hungry*, so I will *feed* her."

Have each member of the class make a list of things to do to care for a cat. As students share their lists aloud, make a



—John J. Dommers

When cat owners allow their animals to roam, they risk having their pets join the growing ranks of stray and feral cats.

master list for everyone to see. How many ways can students find to care for a cat?

Suggest that students bring to class examples of things that a cat needs—either a picture or the real object will do. Make a class bulletin board incorporating the pictures and, whenever possible, the items collected.

Cat Breeds: Domestic and Wild

Domestic felines come in a variety of breeds. Invite a local cat fancier to your class to speak on the different kinds of cats. If you do not know of a person who fits this description,



Through the ages, the black cat has often been the victim of human fears and superstitions.

perhaps a veterinarian or shelter worker can suggest someone in your community. As a follow-up to this presentation, have students bring to class books containing pictures of different breeds and play a classroom identifying game. Hold up a picture

of a specific domestic breed and see who can remember its name. Discuss with students: Was each breed developed for a special purpose? If so, what purpose? You may want to play a similar class game using pictures of wild cats such as the tiger, lion, cheetah, leopard, and bobcat.

Storybook Cats

Does your classroom have a reading corner? If so, supplement your unit on cats by stocking your reading area with a number of humane cat books from the school library.

In selecting cat stories, consider the following: Does the book avoid negative stereotypes? Is the owner of the cat responsible? Or if the owner is irresponsible, is it clear that this behavior is unacceptable? If the story is fantasy, do the cat characters relate in any way to real cats? If the story is based on fact, is the information provided about cats accurate? For review of a number of humane books about cats, see the NAAHE Book Reviews in this issue of HUMANE EDUCATION.

You may find you want to decorate your reading area with pictures of cats and kittens. A few stuffed toy cats provide quiet reading companions. You may also want to enlist class help in making a supply of construction paper cat bookmarks to store in the reading corner.

Celestial Cats

Allow a cat to introduce your students to stars and constellations. Explain to students that a *constellation* is a group of stars. Point out that early in history humans saw these star groups and imagined them to represent gods, animals, and objects. Is there a cat constellation? Pass out ten or more gummed paper stars to each student and ask students to paste down the stars on paper to portray their own make-believe cat constellations. Have students then draw lines connecting the stars to outline their cats.

For Older Students

History of the Cat

In ancient Egypt, the cat was identified with the goddess Bastet. Upon its death, a family cat was lovingly mummified and entombed, much like its human providers. In ancient Buddhist temples in Japan, it was common to keep at least two cats to protect valuable manuscripts from mice. Cats were regarded as omens of good luck.

By the fifth century A.D., cats had been introduced into much of Europe. The cat was popular for its rat-catching abilities, and many city-states passed laws protecting felines. By the Middle Ages, however, the situation for cats had changed.

Fanatical witch-burnings were the order of the day. Many negative superstitions involved cats—perhaps as a result of their early associations with pagan gods and goddesses. Religious leaders encouraged mass cat sacrifices to such an extent that cats were nearly wiped out in Europe! As a consequence, the black rat population went uncontrolled, resulting in the virulent plague, the Black Death, being transmitted to humans from fleas on the rats. The few cat owners who had spared their pets in defiance of religious laws fared better than their cat-hating neighbors. Eventually, even fanatic cat haters saw the folly of annihilating the cat population and the destruction of cats came to an end.

Your students will enjoy tracing the history of the domestic feline from its beginnings in ancient Egypt to the present. The resource list at the end of this article includes useful books for study on this topic. Encourage students to investigate: From what creatures is the modern feline descended? What are some modern superstitions concerning cats? How and when did the domestic cat arrive in Europe? in the New World? Through the centuries, how have Oriental attitudes toward cats differed from Western attitudes? In what ways have cats been harmed by their association with humans? In what ways have cats benefited? Suggest that students present their findings to the rest of the class in the form of a factual presentation, creative display, or slide program.

Responsible Cat Care

Review the basics of responsible pet ownership and humane cat care with your students. After they have studied cat care guides and participated in class discussion, have students make their own cat care booklets. Suggest that each booklet list and illustrate at least ten items that cat owners should remember in caring for their pets.

In addition, have your students explore: What are the pros and cons of instituting leashing and licensing laws for cats? Would this benefit cats? their owners? other people in the community? Take a look at the problems that cats (as well as dogs) face in the human world. Overpopulation and abandonment are two critical issues. Discuss the importance of spaying and neutering pets. Interested students can be encouraged to plan an advertising campaign on the importance of controlling the pet population. Your local humane society or animal shelter can provide some ideas. *The Perils of Priscilla* and *Cat Tale* are two films that focus on the problems of stray and abandoned cats. Have your students view one, then write a brief paper outlining a humane resolution to the situation presented in the film.

Cat Language

Ask students to define the word *idiom*. How many cat-related idioms can students list? Review the figurative meanings of the following phrases: *to rain cats and dogs*, *to let the cat out of the bag*, *to have kittens*, *to smile like a Cheshire cat*, *to look like the cat that swallowed the canary*, *to be catty*, *to act as if the cat has got your tongue*. Discuss the following: *cat burglar*, *catwalk*, *scaredy-cat*, *catnap*, *catcall*, *copycat*.

Have students make comical drawings to illustrate the literal meaning of their favorite cat saying. Dictionaries and books on word origins will be helpful resources for those interested in learning how these sayings developed. Do these cat-related

expressions reflect accurate information about cats, or are they based on stereotypes? Suggest that class members make up and illustrate their own sayings based on their knowledge of true cat behavior.

Literary Cats

You can use cats as your reference point in study units on literature and poetry. Have students research ancient Greek myths about Apollo, Artemis, and Aphrodite to find examples of tales in which cats appear. Or suggest that students look for fairy tales and folktales in which a cat plays a prominent role. Despite differences in social outlook, many cultures share a common love and respect for the cat. Lowery Wimberly's *Famous Cats of Fairyland* and *The Everlasting Cat* by Mildred Kirk include a varied selection of folktales. Have each student choose one tale that presents a cat in a favorable light. Students may be encouraged to illustrate their favorite tale. Share some of the cat-related tales as a class and discuss: Are cat characters portrayed realistically? Or do they have magical qualities? What typical cat behavior do they exhibit? Who is the cat's owner in the tale? Is the owner responsible? How do you know? Suggest that students write their own myths: How the cat got its tail, why cats can see in the dark, why cats cannot fly, why cats and mice are natural enemies. *The Cat Catalog*, edited by Judy Fireman, is a helpful source for fictional and factual books about cats by such prominent writers as Paul Gallico, Ernest Hemingway, Dorothy L. Sayers, Doris Lessing, and Walter de la Mare. You may also want to share with your students Edward Lear's "The Owl and the Pussycat" or poems from *Old Possum's Book of Practical Cats* by T. S. Eliot.

Cats in Art

Have students research library books on art to find paintings and artifacts in which cats are portrayed. Cats frequently figure in works by ancient Egyptian artists. The cat was also popular in the art of ancient China and Japan. In Western history, such artists as Da Vinci, Cellini, and Durer portrayed the cat. Cats were often used in medieval artwork to symbolize human qualities. More recently, cats have appeared in the paintings of Renoir, Gauguin, and Cassatt and in examples of American folk art as well. As they share their favorite examples of cat-related artwork, have students consider: In what ways has depiction of the cat changed through the ages? How do these changes reflect human attitudes toward the cat?

You may want to enlist the cooperation of the school art teacher in designing a mini unit on cats in art. Such a unit might culminate in an art project involving posters on responsible cat care or on celebrating Cat and Kitten Month.

Close your unit on cats with a discussion of people's attitudes and misconceptions regarding cats. Encourage students to consider: Is the cat really as independent as most of us would like to believe? What are the names of some cat characters from stories, cartoons, and television commercials that foster the notion that cats do not need their owners? Are all cats aloof, or are some cats affectionate? Do you think that affectionate cats display this behavior because their owners treat *them* with affection?

Remind students that just as people depend on each other for basic needs, so the domestic cat must depend on its owner

in order to survive in a human world. Our romanticized ideal of the cat as an inscrutable, independent animal may appear in some contexts as a tribute. However, it is important to remember that cats, while occasionally viewed by people as aloof and mysterious, actually have some very down-to-earth needs.♥

Resources

Films

Cat Tale. 16mm film, 12 minutes, color, and sound. Latham Foundation, Latham Square Building, Oakland, CA 94612.

The Perils of Priscilla. 16mm film, 16½ minutes, color, and sound. Churchill Films, 662 North Robertson Boulevard, Los Angeles, CA 90069.

What Is a Cat? 16mm film, 14 minutes, color, and sound. Film Fair Communications, 10900 Ventura Boulevard, P.O. Box 1728, Studio City, CA 91604.

Books

The Cat Catalog. Judy Fireman, editor. New York: Workman Publishing Company, 1976.

Cats: A Celebration. Elizabeth Hamilton. New York: Charles Scribner's Sons, 1979.

The Everlasting Cat. Mildred Kirk. Woodstock, New York: The Overlook Press, 1977.

The Life, History, and Magic of the Cat. Fernand Méry. New York: Grosset and Dunlap Publishers, 1968.

The Literary Cat. Walter Chandoha. Philadelphia: J. P. Lippincott, 1977.

Understanding Your Cat. Michael W. Fox. New York: Coward, McCann and Geoghegan, Inc., 1974.

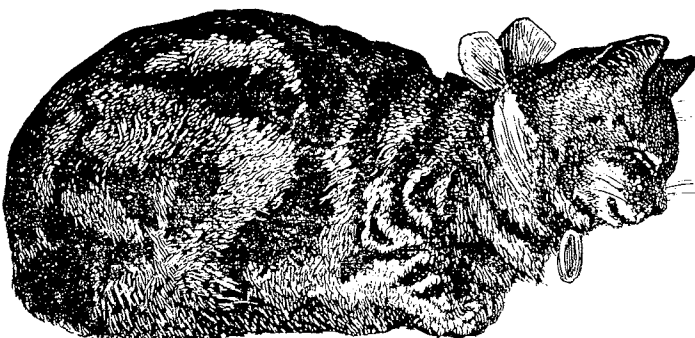
For Younger Readers

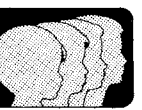
Abandoned. G. D. Griffiths. New York: Dell Yearling Books, 1975.

A Kitten Is Born. Heiderose and Andreas Fischer-Nagel. New York: G. P. Putnam's Sons, 1982.

Cat Walk. Mary Stolz. New York: Harper and Row, 1983.

Nobody's Cat. Miska Miles. Boston: Little, Brown and Company, 1973.





Before It's Too Late: Teaching About Endangered Animals

by Willow Soltow

The content of the June issue of Kind News, NAAHE's children's publication, relates to the theme of this article. If you receive Kind News, we suggest you use it as hands-on material to support the activities covered here. If you do not receive Kind News and would like more information about it, write to Kind News, Box 362, East Haddam, CT 06423.

Visitors to the Great Apes House at the Bronx Zoo are frequently taken off guard by the sight of a mirror that bears this inscription:

This animal, increasing at the rate of 190,000 every 24 hours, is the only creature that has ever killed off entire species of other animals. Now it has achieved the power to wipe out all life on earth.

The quote is by Dr. William Conway, Director of the Bronx Zoo. The animal is you and me. The Bronx Zoo's subtle use of the mirror is the key to effective teaching on the subject of endangered species. We, as individuals, tend to regard the problems of habitat encroachment, pesticide use, overhunting, and animal exploitation as something done by "the other guy." To persist in this attitude is to continue to lose endangered plant and animal species at an alarming rate. If, on the other hand, we recognize that each of us contributes to some degree to the problems that cause animals to become endangered, perhaps we can learn to accept the challenge of saving our endangered animals and their environment. The following unit is designed to help your students gain an understanding of the factors that cause species to become endangered, identify how personal attitudes and values have an impact upon potential solutions to the problem, and explore some alternatives for positive action.

What Is an Endangered Species?

Begin your unit by discussing with students the differences between the terms *extinct* (no longer living in any part of the world), *endangered* (currently in danger of extinction), and *threatened* (likely to become endangered in the near future). Ask students to name some extinct animals. Next have them name some animals they believe are endangered. Are any of these animals indigenous to the United States?

Ask students to focus on the U.S. and compile an extemporaneous list of animals endangered in this country. Then have them compare their answers with the list of "Endangered and Threatened Wildlife and Plants Native to the United States," available from the Office of Endangered Species, Fish and Wildlife Service, U.S. Department of the Interior, Washington, DC 20240. After students have had a chance to review this official list, have them discuss: How many of their guesses were accurate? How many were wrong?

Center: Do we "play favorites" in choosing which endangered animals are to receive protection under the law? Wolves are among the most feared and maligned of our endangered species. Far right: With fewer than twenty-five birds surviving in the wild, the California condor provides a good springboard for discussion of the effects of habitat loss on endangered species.



—NAAFA

—U.S. Fish and Wildlife Service/Carl B. Kalford

Why Do Animals Become Extinct?

Suggest that your students consider: Is extinction a natural process? The dinosaurs became extinct long before humans, as we know them, existed. Does this mean that all extinctions are natural events? What is meant by the term *people-hastened* extinction? When extinction of a species is brought about as a direct result of human activity, can we still describe the process as "natural"?

Point out that humans destroy habitats by many of their activities. We deliberately destroy the homes of wildlife in order to build our own homes and cities. We routinely clear forest for land on which to grow our own food or to use the land's natural resources such as wood, oil, and minerals. Often we destroy habitats inadvertently by pollution or by over-exploitation for recreational use. These activities can all be directly linked to the disappearance or near disappearance of specific species of animals.

As human activity interferes more and more with the natural habitats of wild animals, the problems that have caused many species to become extinct or endangered are reflected even in the lives of common, more plentiful animals. Consequently, the animals that live in and around your community, though not endangered themselves, provide an ideal focus for the study of the problems encountered by endangered species. Make reference to the habits of these familiar animals to illustrate broader ecological concepts as you proceed with your study.

When habitats are destroyed, natural food chains are destroyed as well. Explore with your students: What is a food chain? What happens to animals high on the chain when a lower organism is destroyed? Have students think about the animals they see on a daily basis. These might include insects, spiders, or other small creatures that have adapted to a predominantly human environment. Suggest that the class describe a food chain that exists among the animals they see every day. What would happen if one of the animals on this chain became extinct?

Arrange for students to view a drop of pond water or saltwater under a microscope. Allow them to observe the tiny plant and animal organisms it contains. Explain that these microscopic plants and animals are called *plankton*. A collection of plankton can include tiny

plants, fish eggs, fish larvae, copepods—tiny crustaceans or crustacean larvae. Have students research the number of freshwater and saltwater animals that rely on plankton for food or that eat other creatures that subsist on plankton. Are any of these animals endangered?

Oil spills and poisonous industrial waste sometimes kill plankton. More often the poisonous substances are absorbed by and concentrated in the plankton. Whales and other endangered creatures, both saltwater and freshwater species, are eventually poisoned by the contaminated plankton. Have students discuss: Is plankton protected by any laws? Does it make sense to protect larger forms of life while destroying the fundamental food source for those same animals? What possible steps could federal agencies take to protect endangered freshwater and saltwater animals as well as their food sources?

Have students review local newspapers for articles on events that most likely involved destroying the habitat of an animal. Point out that the article will not necessarily mention that an animal's habitat was destroyed. Students will probably have to deduce this from other facts stated in the article. Some examples of habitat destruction might be inherent in articles covering dam building, land development projects, insecticide use, water pollution, hunting, or commercial exploitation of a wildlife refuge. Have students share their articles and their opinions as to which animals are likely to have been affected. Are any of these animals endangered?

Have students discuss some of the ways, in addition to habitat destruction, that animals become endangered. For instance, hunting and exploitation of whales, porpoises, and seals have caused a number of species of these animals to become endangered. In what other ways do humans effect the extinction rate of animal species?

Studying Endangered Animals

Using the list prepared by the Office of Endangered Species mentioned above, have students suggest a number of endangered animals to study. Let students group into pairs and have each pair choose a different animal for study. The following questions can serve as a basis for student research on each animal chosen.

1. What does the animal look like? What is its size? Describe any differences between males and females of the same species.
2. Where is the animal found? Is its present range diminished from its former range? Does the animal migrate? If so, to what region does it migrate and/or how long does it remain?
3. Describe the animal’s habitat. Include information on plants, terrain, climate, and the environment required by the animal for feeding and/or breeding.
4. Where and what does the animal eat? How does it obtain food? Are there any other animals this endangered species relies on for food?
5. What are the animal’s courtship and reproductive habits? Is it an egg-laying or live-bearing animal? How many young does it produce at a time? How many young could it produce in a lifetime under ideal conditions? What is the animal’s life span?
6. What factors constitute the major threats to this endangered animal? Consider habitat loss, hunting, climatic changes, pollution, pesticides, and commercial exploitation of the animal. Do these threats reflect natural causes or are they the result of human interference?
7. What can be done on the part of individuals to save this animal from extinction? Are there existing laws to protect this animal? Are the laws effective? Why or why not?

Have students culminate their research by sharing the information they have learned with the rest of the class. Let each pair of students contribute one or two pages of information on their endangered species plus a photograph or drawing of the animal to a class book on endangered wildlife.

Explain to students that the principal vehicle in this country for protecting endangered animals and their habitat is the Endangered Species Act. Students can obtain a copy of this federal law by writing once again to the Office of Endangered Species in Washington, D.C. If you would like more information about preparing a unit on the political process involved in listing an animal under the Endangered Species Act, please see our article in the March 1982 issue of HUMANE EDUCATION titled “The Politics of Endangered Species.” (For a

copy of this article, send a stamped, self-addressed, business-size envelope to NAAHE, Box 362, East Haddam, CT 06423.)

How Do You Feel About It?

Once students have gained a basis for understanding the reasons animals become endangered, have them discuss their personal values with regard to endangered species. Are some animals more deserving of protection than others? How arbitrary are we in selecting which animals to save? Do we “play favorites”—that is, do we tend to want to protect attractive creatures like seals and whales and neglect the plight of endangered reptiles, insects, and other generally maligned creatures?

Pass out the work sheet printed at the end of this article titled “How Do *You* Feel About It?” Be sure that students understand the meanings of the following words, which are used in the work sheet: *species, survival, limited habitat, sanctuary, preserve*. Explain that the work sheet questions do not reflect right or wrong answers. They are simply intended to help students evaluate their own feelings. Emphasize that an answer such as “I agree” or “I disagree” is not enough. Students should explain *why* they have chosen to agree or disagree with each statement. Have students record their answers on a separate sheet of paper. Then use these answers as the basis for a discussion of human values that influence endangered animals.

After students have completed their discussion of the questions raised by the work sheet activity, encourage them to discuss the ways in which their lives would change if common animals, such as dogs, cats, squirrels, and horses, were to become extinct. Provide mounted pictures of familiar animals, such as those mentioned above. Allow one picture for each student. Have students stand in a circle and, one at a time, display their pictures and tell what they like best about their animal. As each student finishes his or her explanation, have the child sit down. The students who remain standing can then discuss how they would feel if the animals were to become extinct.

What’s Your Verdict?

Introduce the “What’s Your Verdict?” work sheet by explaining the meaning of a moral dilemma. A *moral dilemma* presents a situation in which two or more

personal values come into conflict. In the case of a true moral dilemma, there is no easy out. Each possible resolution carries a risk. The purpose of the exercise is to help focus discussion on moral reasoning and, by avoiding teacher bias, create a classroom climate in which students feel free to express their personal thoughts.

Distribute copies of the dilemma work sheet to the class and give them a chance to read part A. Without placing a value judgment on any one alternative, be sure that students understand the possible courses of action and their implications.

Have students write on a separate piece of paper what they feel the court should do and why. By a show of hands, determine what the class, as a group, believes should be decided. If more than two-thirds of the class agree to stop the dam, introduce the Part B, alternative 1. If more then two-thirds of the class agree to build the dam, introduce Part B, alternative 2. Again have students write down their answers. After you have generated some disagreement among class members, ask them to think about the reasons for their choices. (If students still agree on the action the Supreme Court should take, the disagreement needed for a lively values discussion may result from the differing reasons offered by students for their choices.) If students seem reluctant to share their thoughts as a class, break into small groups, making sure to include children with conflicting opinions in each group.

Help students focus their thoughts on moral issues by asking: Does anyone ever have the right to destroy an animal species forever—for the sake of money? Should the Supreme Court be more concerned about the people who are out of work or with the loss of a rare fish? If the snail darter was transplanted to another area and failed to survive, what then? If you were a scientist who had discovered and researched the snail darter, how would you feel about this?

To conclude, suggest that students contact the U.S. Fish and Wildlife Service or refer to *The Endangered Species Handbook*, pages 39–41 (see resource list at completion of this article), to learn what actually became of the rare snail darter.

What Can I Do About It?

Helping students to see that loss of wildlife species has an impact upon them

personally can be counterproductive unless students also learn that their individual actions *can* make a difference. Initiate a student brainstorming session on how youngsters can improve the situation for endangered animals. The following list provides a few possibilities:

- Encourage students to discuss the issues with each other, their families, and their friends. Point out that they can learn new information by talking with more experienced individuals who are committed to saving endangered wildlife. They can also help a less informed person become aware of the issues. In addition, discussion helps students reinforce their own knowledge and clarify their values.
- Students may opt to help protect the whale or other endangered animals by boycotting certain products. Point out that a number of commercial food chains, as well as concerned individuals, have refused to buy products from Japan, the Soviet Union, and Norway because these countries have not agreed to uphold the approaching 1986 ban on commercial whaling. For the past several years, many people have boycotted tuna to protest the incidental killing of dolphins in tuna nets. Recently The Humane Society of the United States asked concerned people to boycott products made from kangaroo skins in order to pressure Australia into halting the killing of the diminishing kangaroo population. Students can write to The HSUS and other national animal welfare groups for specific information on these and other campaigns designed to focus individual action on attempts to save particular species.
- Mention to students that pollution is one of the major causes of habitat destruction. Encourage youngsters to recognize that pollution is not just a by-product of large companies—we all contribute to pollution in various ways. A personal commitment to reduce pollution is an individual’s way of saying no to environmental damage and habitat loss. Do students’ families recycle their glass bottles, aluminum cans, and old newspapers? Volunteering a morning or afternoon a week at the local recycling center is one way young people can help. Even such a simple habit as using both sides of a piece of paper before throwing it away is a

form of conservation.

- All animals need clean water. One way to keep water reserves clean is to let water remain in the ground by not using so much of it. Ask students to think of ways they can help conserve clean water. Some of their answers may include taking short showers, not letting water run when they brush their teeth. Not littering lakes and streams, and picking up litter in these areas when it can be done safely is one way students can help keep water reserves clean.
- Most importantly, students who are interested in protecting endangered species should be prepared to make their convictions heard and noted by legislators. A class letter-writing activity brings into play knowledge of endangered species, English usage, and letter-writing skills, as well as respect for the workings of our government. Remind students that good citizens let their representatives know how they feel about key issues. Review the basics of good letter writing with your class. Point out the importance of the following in writing to senators and representatives.

- Know the names of your state representatives.
- Include the correct name, title, address, room number, office building, city, state, and ZIP Code on the envelope and in the heading of your letter. (The public library is a helpful source for this information.)
- Send letters on state issues to Washington only if the issues involve federal legislation or regulations.
- State your complaint or the bill you wish to support in your first paragraph and include the number of the bill if possible.
- Keep your letter short. Include one or two paragraphs stating the facts on this issue and why you are concerned about it. Be courteous, be specific, be brief.
- Keep a photocopy of your original letter. If you do not receive a reply, write again, asking why your representative has not responded.

Letters take time—but they are also the best way to reach lawmakers. Remind students that although they cannot yet vote, their opinions still count. Politicians are well aware that today’s concerned

students are tomorrow’s constituents.

“*And so the effort must and shall go on. Though the task will never be ended, we must engage in it with a patience that refuses to be turned aside, with determination to overcome obstacles, and with pride that it is our privilege to contribute....*”

Rachel Carson
Silent Spring

The subject of endangered species involves many complex issues. Helping students to understand the issues is important—but it is not enough. A critical aspect of any unit on endangered animals lies in providing students with the means for choosing which issues most concern them and in encouraging them to put their knowledge to work for the animals. Commitment, after all, is not really something we can teach. We can only strive to find ways of helping children discover it for themselves. ♥



Resources

The Circle Game: Interdependence in the Natural World. Joni Keating. Carthage, Illinois: Good Apple, Inc., 1981.

The Endangered Species Handbook. Greta Nilsson. Washington, D.C.: Animal Welfare Institute, 1983.

People & Animals: A Humane Education Curriculum Guide. Kathy Savesky and Vanessa Malcarne, editors. Washington, D.C.: The Humane Society of the United States, 1981.

The Politics of Extinction. Lewis Regenstein. New York: Macmillan Publishing Company, 1975.

Silent Spring. Rachel Carson. New York: Houghton Mifflin, Inc., 1962.

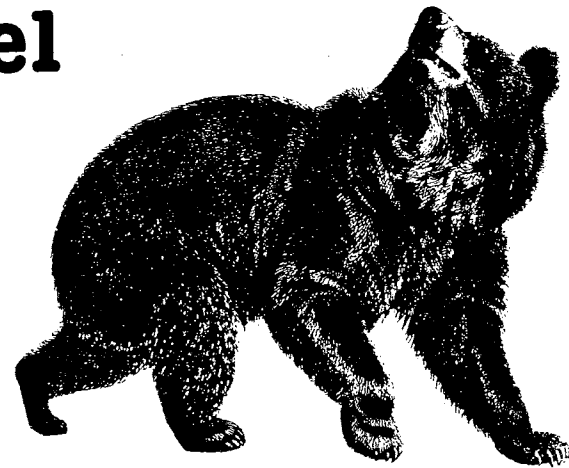
Wild Animals That Help People. Michael J. Walker. New York: David McKay Company, 1977.

Wildlife in America. Peter Matthiessen. New York: Penguin Books, 1977.

Wildlife in Danger. James Fisher, et al. New York: Viking Press, 1969.

How Do You Feel About It?

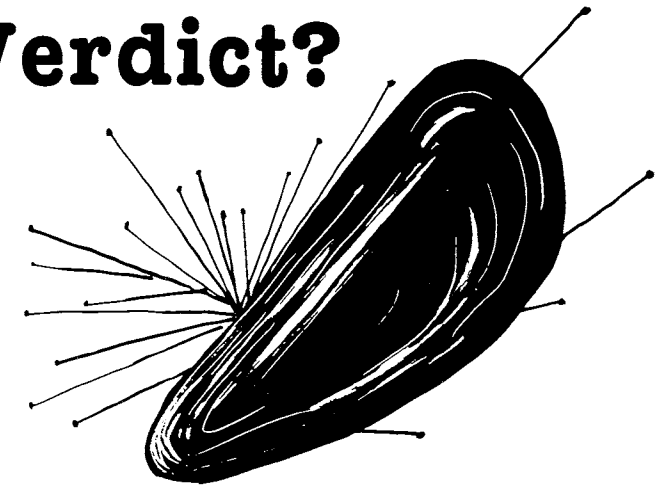
The statements below do not have right or wrong responses. They are simply meant to help you decide how you feel about endangered animals. Use a separate piece of paper to write down your answers. Tell WHY you agree or disagree with each statement.



1. I don't care if an animal species becomes extinct.
2. Every animal species should be kept alive because we may learn someday that it is necessary for human survival.
3. Animal species should be kept alive whether or not they directly help humans.
4. Some animal species are more important to save than others.
5. If I owned a piece of land that was part of a limited habitat for an endangered animal (that is, the animal could not live anywhere else), I would

- give up the land for use as a sanctuary (a safe place) for that animal.
- a. I would do this if the animal was a mammal. (rabbit, deer, bear)
 - b. I would do this if the animal was a reptile. (snake, toad, lizard)
 - c. I would do this if the animal was an insect. (beetle, butterfly, ant)
6. It is wrong to kill endangered animals regardless of the reason.
 7. If their natural habitat has been destroyed, endangered animals should be kept in zoos to save, or preserve, their species.
 8. Endangered animals that can be dangerous to people should be killed.

What's Your Verdict?



Part A

Your father has been out of work for several months. Your family is running out of money. An electric company is in the process of building a dam on a large river in your community. Your father, like many people, has been promised a job in the new electric plant. The plant will open as soon as the dam is finished.

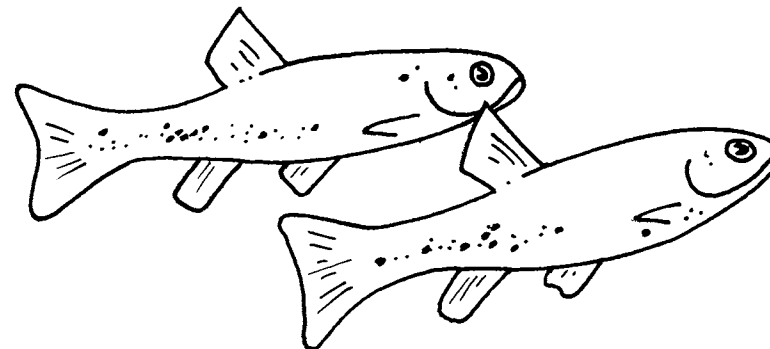
When the dam is complete, however, the river and the land that surrounds it will be flooded. Most of the animals in this area will die as a result of the flooding. One of these animals is a tiny fish called a snail darter. It is believed that the snail darter does not exist anywhere else in the world.

The Supreme Court is going to rule on whether work on the dam should be stopped. If the Court decides in favor of the snail darter, your father may be out of work again. He may have to leave home to find a job. If the Court decides in favor of the dam project, the snail darter may be killed off forever. What should the court decide?

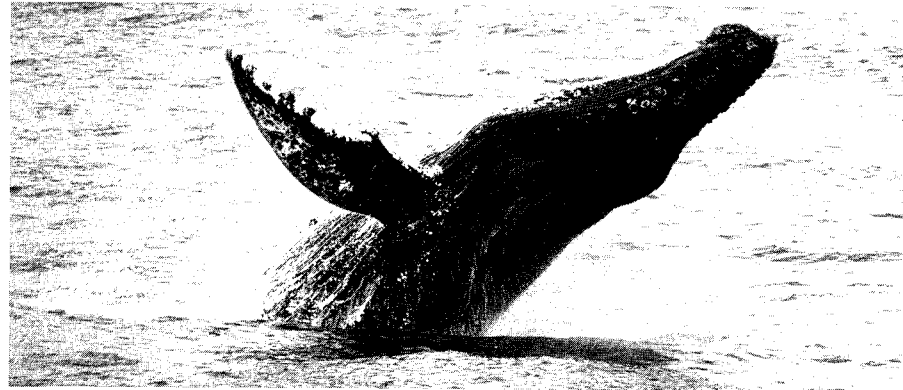
Part B

1. You want very much to go to camp this summer. If your father does not find work soon, you will have to stay at home this summer and get a job to help your family. Does this affect your feelings as to what the Court should decide?

2. In addition to killing the snail darter, the dam has other drawbacks. It means flooding lands sacred to the Cherokee Indians, forcing hundreds of families to give up their homes, and destroying farmland. The rivers leading away from the dam will be dredged. Clams, crayfish and fish will be dredged up from the river bottom, then dumped in piles along the river bank and left to die. Does this affect your decision?



WHO AM I?: I AM AN ENDANGERED ANIMAL!



Many children enjoy learning about animals, the problems they face, and possible solutions to these problems. *Who Am I?* is an animal identification game for children of all ages, which is designed to stimulate interest in animals. Once the materials for *Who Am I?* have been prepared, they may be left in a quiet work area of the classroom for youngsters to manipulate at their own pace. The game can be used as an individualized self-testing activity, or it can be used competitively by two youngsters.

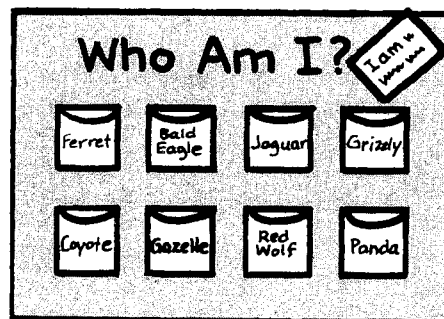
Young children may be challenged by identifying the characteristics of common domestic animals, such as the dog, cat, cow, or duck. Older children may enjoy identifying the characteristics and problems of endangered animals. At each level, the children have the opportunity to increase their reading comprehension and classification skills while learning about animals.

To prepare *Who Am I?* you will need a large piece of poster board, several envelopes (eight usually work well), and approximately sixty 3 inch by 5 inch cards. Attach the envelopes to the poster board as indicated in the diagram. The openings of the envelopes should face up so that the cards may be inserted during the game. Write the name of one animal on the front of each envelope. For a game on endangered animals, you might include the black-footed ferret, California condor, giant panda, blue whale, and red wolf among others.

Write facts about each animal on 3 inch by 5 inch cards. Include only one fact per card. Be specific and use the first person

as though the animal were describing itself. Avoid general information that refers to many of the animal choices. For instance, "I am a bird" could be confusing to the child if the possible choices were California condor, osprey, and whooping crane. "I am a vulture" is a better statement. This information should direct the child immediately to the California condor envelope.

Prepare six to eight cards for each animal. The cards should provide various



types of information about the animals. The following examples refer to the black-footed ferret.

- "I have brown fur and a black mask." (physical characteristics)
- "I am a member of the weasel family." (species information)
- "I eat prairie dogs." (feeding habits)
- "I live in burrows in Wyoming." (range information)
- "I became endangered because people poisoned my food supply." (reason for endangered status)
- "Oil companies have agreed to stop

drilling in my habitat for a while." (what is being done to protect the animal)

- "My babies are called kits." (other information of interest to the students)

After you have prepared your cards, turn the poster board over and print the correct answers beneath the name of each animal. This will allow the children to check their answers without additional assistance from you.

Print the instructions for the activity on the board or on a piece of paper placed next to the board. Then shuffle the fact cards, place them in front of the board; and your learning center is ready to be used.

You can adapt this activity for use by older students by allowing them to create their own *Who Am I?* game. Give each child an envelope and a small set of blank 3 x 5 inch cards. Then ask each child to pick an animal of interest to him or her and write the name of that animal on the envelope. Provide the young people with sources for animal information such as *Kind News*, encyclopedias, wildlife periodicals, and books. Each child can then research his or her chosen animal and prepare one of the sets of *Who Am I?* fact cards for the game.

Students are sure to find that *Who Am I?* is an enjoyable learning activity. You may want to adapt the game for different units. By preparing several sets of envelopes and cards, *Who Am I?* may become a year-round activity.♥

Adapted from an idea in *Teachers 'n' Creatures* "Idea Exchange" by P. McCallion, September 1980. The Pennsylvania SPCA.

HAPPENINGS

NEW BOOK INVESTIGATES EFFORTS TO RESCUE BIRDS

Many kinds of birds that were once plentiful in America are currently in danger of extinction. What is being done to alleviate the situation? *Paula Hendrich's Saving America's Birds* provides an answer through vivid descriptions of heroic efforts being made by scientists and dedicated bird lovers. With many beautiful photographs and a few heartbreaking ones, the author presents a picture that is not devoid of hope for the future. *Saving America's Birds* will be a helpful resource in preparing the educator for a unit on birds and endangered wildlife. The book is written in an informal yet informational style, making it appropriate for high school students as well as adults. The price is \$10.50. To order, contact **William Morrow and Company, Inc., 105 Madison Avenue, New York, NY 10016.**

JELLY JAM TEACHES ENVIRONMENTAL AWARENESS

Elementary students learn by doing when they practice the self-teaching environmental activities in *Judi Friedman's Jelly Jam, the People Preserver* workbook. The seventy-two-page, 8½" by 11" booklet includes games, puzzles, experiments, riddles, and projects, supported throughout by thoughtful question-and-answer activities. Jelly Jam, the delightful cartoon character, teaches young people about important issues in an enjoyable, understandable format. Individual activity books are available for \$3 each plus \$1 postage. Ten or more books are available at \$2.40 each, plus postage. Order from **Our Natural World, 2221 Callexico Way South, P.O. Box 12834, St. Petersburg, FL 33733-2834.**

CLOWNS PROVIDE LAUGHTER AND LEARNING

Humorous Concepts, Inc., a group of people dedicated to reaching youngsters through the medium of humor, creates original, humorous, educational scenarios around a variety of topics, including animal welfare. Among the organizations for whom they have written and performed their fact-filled

skits is the Animal Shelter Information Network (ASIN), a network of animal welfare organizations in the greater Washington (D.C.) area. According to *Margaret Jess*, spokesperson for *Humorous Concepts*, Stretch-a-roo and Mrs. Magillicuddy, the group's educational clown duo, are available to perform original skits for organizations and classes in Northern Virginia or Maryland. To learn more about *Humorous Concepts, Inc.*, write to **Margaret Ann Jess, Humorous Concepts, Inc., 6448 Vale Street, Alexandria, VA 22312.**



HUMANE SOCIETY ROBOT GOES TO THE DOGS

What do you get when you mix a dog, a humane society, a robot, and a concerned 16-year-old programmer? You get high-tech obedience class. Fortunately, high-tech obedience is also high-quality obedience—as directors of the **Essex County Humane Society** of Windsor, Ontario, were recently pleased to discover. *John Kirkland*, the society's general manager, conceived the idea of using a Heathkit Company robot to demonstrate responsible pet care to schoolchildren. High school student *Eric Johnson* programmed the robot to function as a dog handler. Hero 1 speaks through a voice synthesizer, avoids obstacles through use of sonar sensors, and responds to voice commands. Joy, a young sheltie and the robot's first canine codemonstrator, reacts enthusiastically to high-tech handling. The society projects a successful future for the new team and will gladly consider requests for

demonstrations in the Windsor (Ontario) area. For more information, contact **John Kirkland** at **The Essex County Humane Society, 1375 Provincial Road, Windsor N9A 6J3, Ontario, Canada.**

TEACHING KIT FOCUSES ON GRAY WHALES

Graywhale is the title of an informative, thoughtfully produced kit offered by the **American Cetacean Society**. The kit features a twelve-minute cassette with seventy-two color slides, numerous fact sheets, charts, graphs, activity sheets, and two black-and-white posters. The narration is designed for upper elementary and junior high; and activities are geared for primary, intermediate, and secondary levels. All activities are identified with respect to age level, and a printed text of the narration is included. *Graywhale* is available for \$47.50 (including postage) from **The American Cetacean Society, P.O. Box 4416, San Pedro, CA 90731.**

NEW STORY BOOKLET ON BATS AVAILABLE

Middle school and upper elementary students will enjoy *Ann Makool's* informative new story titled *Batty's Up*. When Robb makes the acquaintance of a talking bat named Batty, he learns some important facts about the life cycle and habits of this fascinating creature. He also comes to an important understanding of the word *extinction*. In 8½" by 11" paperback format, the twenty-page booklet includes a number of cheerful, realistic line drawings and is available for \$3.50 plus 75 cents postage from **Ann W. Makool, 4573 County Tr. A., Oregon, WI 53575.**

NEW GUIDE HELPS TO IDENTIFY HUMANE BOOKS

If after reading our reviews of recently published humane books for children, you would like further guidance in finding children's humane picture books, *Animals, Kids, and Books* may be just the answer. Humane educator *Barbara Freedman* has put

together a comprehensive resource for teachers of young children aged three to seven. In her forty-page guide, she reviews 126 books, dividing them into three categories: (1) books that promote a humane ethic, (2) enjoyable animal stories, and (3) books that contain forms of cruelty to animals and attitudes contrary to a humane ethic. Barbara gives detailed information regarding each book. To order, send \$4 to **Barbara Freedman, 431 Ferrell Drive, Fayetteville, NC 28303.**

SIERRA CLUB BOOK OFFERS INFORMATION ON GRIZZLY BEARS

The grizzly bear is one of the most awe-inspiring animals of our continent—and one of the most maligned. In *Track of the Grizzly*, Frank Craighead describes his experiences over a thirteen-year period of research designed to track hundreds of grizzlies to discover the bears' social organization, seasonal movements, breeding and feeding habits. This fascinating account provides useful background information for educators who are planning a unit on wildlife management and preservation. A powerful indictment of the current wildlife management system in the U.S., *Track of the Grizzly* may be ordered for \$9.95 from your local bookseller or from **Sierra Club Books, 2034 Fillmore Street, San Francisco, CA 94115.**

HUMANE EDUCATORS HAVE THEIR OWN LENDING LIBRARIES

The Michigan Federation of Humane Societies has instituted a *Humane Education Lending Library* in Lansing, Michigan. A wide variety of materials—including books, reports, pamphlets, filmstrips, films, and humane education teaching aids—are available to educators in the Lansing area. For information on how to borrow or, in some cases, purchase materials from the lending library, write to **The Michigan Federation of Humane Societies, P.O. Box 18143, Lansing, MI 48901.**

The New York State Humane Association (NYSHA) sponsors a similar lending library for New York humane educators. For further information, contact **Barbara LaBuda, NYSHA, P.O. Box 46, Stone Ridge, NY 12484.**

ASPCA IS IN 'CAHOOTS' WITH HUMANE EDUCATORS

Cahoots is the new four-part program originally produced for television by the ASPCA. Designed for grades four through eight, each fifteen-minute segment focuses on partnerships between people and animals and the role that animals play in our daily lives. The four segments are titled *Animals Past, Present, and Future*; *Pets*; *Working With Animals*; and *City Wild Life*. The series is available in videotape format and may be rented for the cost of postage from **The Education Department of the ASPCA, 441 East 92d Street, New York City, NY 10128.**

NEW EDUCATION CENTER OPENS IN VIRGINIA

On January 15, 1984, the **Animal Welfare League of Arlington, 2650 South Arlington Mill Road, Arlington, VA 22206** officially opened its new Humane Education Activity Center attached to the League's existing animal shelter. NAAHE Director *Kathy Savesky*, pictured below (right) with AWL Director of Education *Gayle Richards* and Executive Director *Martha Armstrong*, was



on hand to assist in the ribbon-cutting ceremony.

The new facility, the first of its kind in the region, contains a large multi-purpose room that can be divided into two classrooms; a library of resource books and teaching materials available for loan to local teachers; kitchen and restroom facilities, ample storage; and offices for the education director, volunteer coordinator, and executive director. Gayle reports that "In addition to increasing our ability to handle tours and special programs for children, the new facility will enable us to expand our volunteer program and make better use of the people in the

Arlington community who want to assist in our programming." For more information about the new center, write Gayle or Martha at the address above.

NEW GUIDE AVAILABLE ON NEIGHBORHOOD FIELD TRIPS

Young children, as well as their parents and teachers, are sure to benefit from *Open the Door, Let's Explore*, the new source book that helps turn neighborhood walks into special learning experiences. The book provides educators with plenty of material for animal- and environmental-related activities.

The emphasis of the new book is on exposing young people to the learning potential of everyday experiences. An introductory section on how children learn sets the stage for supportive educational adventures. Suggestions include an after-a-rain walk, an animal life walk, a tree walk, a windy day walk, and visits to various town establishments. Ideas for conducting each trip are outlined in detail with extensive preparatory and follow-up suggestions including songs, poems, and finger-plays.

The book includes a section on helpful hints for ensuring safe trips with thoughtful contingency plans and valuable pointers for orienting adult volunteers. *Open the Door, Let's Explore* by Rhoda Redleaf is available for \$8.95 plus \$1.75 shipping from **Toys 'n' Things Press, a division of Resources for Child Caring, Inc., 906 North Dale Street, St. Paul, MN 55103.**



CAT BOOKS GALORE

Cat lovers who are also book lovers will find the perfect meeting of their interests in **The Cat Book Center**. Hundreds of fiction and nonfiction books on cats (including out-of-print volumes) may be purchased from this unique source. A catalog is available for \$1. And if you are looking for a specific book that is not listed in the catalog, **The Cat Book Center** will try to find it for you. Request a catalog or further information from **The Cat Book Center, Box 112 Wykagyl Station, New Rochelle, NY 10804.**

KIND NEWS AVAILABLE IN BULK ORDER

Kind News, the young people's newspaper published by The Humane Society of the United States, is now available in bulk order. Packets of thirty-five copies of a single issue may be obtained at a reduced rate for use as giveaways at animal shelters and at public displays on animal welfare. For more information on the various themes of the different issues of *Kind News* and bulk order prices, write to **Vicki Parker, Editor, Kind News, Box 362, East Haddam, CT 06423.**

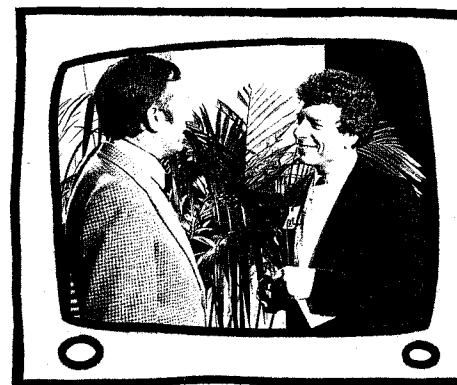
NEW HUMANE EDUCATION BOOK AVAILABLE

Teaching Humane Education is a new two-volume work by humane educator *Henrietta Howard-Moineau*. Volume I, *Animal Welfare Issues*, outlines the history

of the humane movement and includes chapters on such issues as "Live Animals in School Science Projects," "Animals in Research," "The Pet Overpopulation Problem," "Rodeos," and "Hunting," among others. Volume II, *Methods*, complements its companion volume by providing suggestions for presenting a number of these complex issues to students. For more information, write **Henrietta Howard-Moineau, 48 Henry Street, West Boyleston, MA 01583.**

NEW GUIDE HELPS CHILDREN AND EDUCATORS DISCOVER THE ZOO

Activities and resources abound in *What's New at the Zoo, Kangaroo?* written by *Andra Tremper* and *Linda Diebert*. This comprehensive source book focuses on zoos, animals, reptiles, birds, conservation, and ecology. The guide contains work sheets and learning activities as well as background information, vocabulary lists, and children's book lists. A valuable adult information



Sonny Bloch interviews Congressman James Jeffords during the "Pet Action Line" coverage of the March 1 Seal Day Reception hosted by The HSUS.

Hurray for PBS!

—And hurray for "Pet Action Line", the new weekly television series produced by The HSUS.

"Pet Action Line" features practical advice on everything from pet care and emergency treatment for animals to such controversial topics as trapping, rodeo, and dogfighting. Hosted by broadcast journalist Sonny Bloch and produced by Gale Nemec, the program is currently being released to more than 900 communities through cable systems.

We Need Your Help!

Be sure to contact your local PBS station and request that they carry "Pet Action Line." This weekly program for advancing the rights and welfare of animals can reach thousands of families each time it is aired. But unless your public broadcasting station hears from you, it may not recognize the importance of this program to its viewers. Let PBS know you care...and while you're at it, tell them how much you appreciate public broadcasting. It makes programs like "Pet Action Line" possible!

section suggests sources for books, periodicals, records, and additional teaching materials. A must for those involved in wildlife education with preschoolers through sixth graders, this ninety-two page activity book is available for \$8.75 (including postage) from **Worms, Wiggles, and Wonders, P.O. Box 9383, Fresno, CA 93792.**

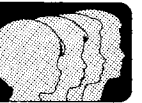
Do your ideas and materials belong in Happenings? If they do, send them to us. Send sample materials, information, and, when available, black-and-white photographs to Happenings, HUMANE EDUCATION, Box 362, East Haddam, CT 06423.



July 9-July 23, 1984: Seventh Annual Humane Education Workshop, Stephen F. Austin State University, Nacogdoches, Texas. Three graduate credits in elementary or secondary education are offered for this course designed for teachers and animal welfare educators. NAAHE Director Kathy Savesky will be among the guest lecturers in the course. For registration and housing information, contact Dr. G. W. Willingham, Department of Elementary Education, SFASU, Nacogdoches, Texas 75962.



California, Here We Come!
The HSUS will hold its 1984 annual conference in **San Diego, California, from October 24 through October 27.** Plan to join us in sunny southern California this autumn. For more information, watch for the spring and summer issues of *The HSUS News* and our September issue of **HUMANE EDUCATION.**



New Editor Joins NAAHE Staff



Willow Soltow, the newest member of the NAAHE staff, is responsible for writing much of HUMANE EDUCATION as well as editing and overseeing production of the magazine. She is eager to hear from readers about their interests, opinions, and ideas for future articles.

This issue of HUMANE EDUCATION is the first to be completed under the direction of Willow Soltow, the newest member of NAAHE's editorial staff. Willow joined the staff late in 1983 to replace Lorraine Holden, who retired to devote time to her new baby and her free-lance writing.

An honors graduate of Brown University, Willow has spent the past six years in educational publishing. As the former editorial director for Listening Library, Inc., Willow has written and produced

filmstrips and written teaching guides and supplementary teaching materials. Her interest in animal welfare grew out of her childhood experiences, living in a family that included a variety of rescued and adopted stray animals.

In addition to editing HUMANE EDUCATION, Willow's responsibilities at NAAHE include assisting in the

development of new teaching materials, informational brochures, and how-to guides for humane educators. We're pleased to welcome Willow to the NAAHE staff and urge HUMANE EDUCATION readers to contact her with comments or suggestions. ♡

—John J. Dommers



Dear Readers,
One of the pleasures of working as editor of HUMANE EDUCATION lies in the opportunity to read and respond to letters from our readers. I especially value the anecdotes, photographs, and ideas humane educators share with me concerning their work, their students, and their animal friends. I hope you'll keep HUMANE EDUCATION in mind the next time you prepare and teach a particularly rewarding humane education unit or lesson. Feel free to write to me about those interesting activities that you think might make your article, and an idea of when we would need to have it completed. If you don't feel comfortable writing a complete article, send me your ideas anyway. Most of our articles are generated by ideas or suggestions from our readers, and we may write about you in one of our upcoming issues. HUMANE EDUCATION is your magazine. It represents a unique opportunity for you to share your experiences and convictions with other concerned educators. I look forward to hearing from you.

Willow Soltow
Editor
HUMANE EDUCATION



NAAHE Reviews Children's Books

by Bill DeRosa, Vicki Parker, Kathy Savesky, and Willow Soltow

The books reviewed in this section have been selected to provide a sampling of fiction and nonfiction, with emphasis on a variety of species and on subjects that address all levels of humane education. A coding system is used to identify the level(s) of humane education objectives that are addressed in each book. Because some of the levels are closely related, they have been grouped together. Three codes are provided: K & U (knowledge and understanding), A (appreciation), and C & R (compassion and responsibility). For a discussion of our evaluation criteria, please send a self-addressed, stamped envelope for a copy of Selecting Humane Education Books: Sorting Through the Stacks from our June 1983 issue of HUMANE EDUCATION.

DOMESTIC ANIMALS Nonfiction

Pets Without Homes. Caroline Arnold. Photographs by Richard Hewett. New York: Clarion Books, 1983. Grades K-3. C & R. *Pets Without Homes* provides a simple yet comprehensive look at the work of an animal control officer and the role of the animal shelter in the community. Focusing on the story of one dog, Buffy, and the officer who finds him and brings him to the shelter, the author manages to provide a large amount of factual information in an enjoyable, readable manner. The book ends happily with the adoption of Buffy and his friend Max, the cat, but rightly cautions the reader that Buffy and Max are lucky because "there

are not nearly enough homes for all the pets without them, [and] many animals must be killed." Arnold closes the book with a strong plea for controlling the pet population through spaying and neutering. Sensitive black-and-white photos by Richard Hewett enhance the text.

Large Animal Veterinarians. Rod Bellville and Cheryl Walsh Bellville. Minneapolis: Carolrhoda Books, Inc., 1983. Grades 1-4. K & U/C & R. The Bellvilles provide young readers with an easily understood guide to one of the specializations of veterinary medicine. Through numerous black-and-white photographs and a complementary text, we watch veterinarians treat horses, cows, sheep, and pigs and learn of the special training and the difficult problems associated with the practice of veterinary medicine. A good resource for young people unfamiliar with farm life and the problems of large animal care, *Large Animal Veterinarians* provides a helpful introduction to one of many careers in working with animals. An added feature is the Bellvilles' avoidance of sex-role stereotyping in both the text and photos.

A Kitten Is Born. Heiderose and Andreas Fischer-Nagel. Translated by Andrea Mernan. New York: G. P. Putnam's Sons, 1982. Grades K-3. K & U. Too often parents allow family pets to breed so that youngsters can witness the "miracle of birth." Unfortunately, these parents do their children no favor by adding to the reserves of unwanted animals. This photo essay could easily be used as a substitute for that practice. *A Kitten Is Born* provides children with a life-like in-

troduction to "the miracle of birth" without producing unwanted pets. Through close-up color photography, the authors show their cat in heat, whelping, and raising her kittens. The photos and text sensitively depict the phenomenon of birth. The three kittens are impish and adorable, and the mother cat, Tabitha, is a devoted caretaker. It is regrettable that the authors do not mention the problem of pet overpopulation or the potential for controlling reproduction through spaying and neutering—omissions that open the possibility that the book may leave the uninformed reader intrigued by the phenomenon of birth and eager to witness the real thing with his or her own pet. However, with appropriate adult guidance, *A Kitten Is Born* can be used as a substitute educational experience for a lesson in how mammals are born.

All About Dogs as Pets. Louis Sabin. Photographs by Francene Sabin. New York: Julian Messner, 1983. Grades 4-6. K & U/A/C & R. How do you choose the dog that's right for you? How do you housebreak a puppy? What problems do older dogs encounter? How do you teach a dog good manners? In this informative book, Louis Sabin offers answers to these and many additional questions of interest to young pet owners. Sabin discusses dogs by size, breed, temperament, and needs. He offers practical advice on caring for and training a dog; and, in "Dealing With Changes," he suggests compassionate solutions to canine problems. Although Sabin discusses breeding vs. not breeding a dog, he unfortunately neglects to mention the severe problem of pet overpopulation. Despite this oversight, the

book is a helpful general resource for a young person who is thinking about getting a dog. The text is complemented by Francene Sabin's crisp black-and-white photos.

DOMESTIC ANIMALS Fiction

Valda. Felicia Cotich. New York: Coward-McCann, Inc., 1983. Grade 7 and above. A. Set in Australia during the Depression of the 1930's, Felicia Cotich's book focuses on young Valda, the daughter of a poverty-stricken family, and her beloved horse, Sabrina. There are those in town who say that Valda's parents should sell Sabrina for the money she would bring. Even Mother suggests it; but, fortunately, Dadda will not hear of it. Valda knows that she simply could not bear the hardship of their poverty if it were not for the joy of riding Sabrina each day.

This sensitive novel about Valda's coming of age will be especially appreciated by preteen girls who love horses. Humane educators, however, should be aware that *Valda* contains a passage devoted to rabbit trapping. While the subject is presented briefly, graphically, and hardly in a favorable light, Valda does not entirely disapprove of the trapping, suggesting that it may be "a hard thing, but necessary" under the family's impoverished circumstances. Overall, Felicia Cotich's book will appeal to young readers who love horses and understand the ways in which animal trust and companionship can help to lessen human burdens.

Good Dog, Bad Dog. Corinne Gerson. Illustrations by Emily Arnold McCully. New York: Atheneum, 1983. Grades K-3. A/C & R. It's easy to explain why you love a dog that's friendly—one that everyone likes. But Tim's dog is different. Misty loves Tim and his family, but she doesn't like strangers—and they don't like her. In an age when even "good dogs" are given away or abandoned for minor transgressions, *Good Dog, Bad Dog* provides young readers with an example of a young boy's unconditional love for his pet. The need for proper training and control to prevent temperament problems is clear, but the young boy realizes that even if his dog doesn't learn, he "would never stop loving her." Simple line drawings by Emily Arnold McCully complement the text.

Perdita. Isabelle Holland. Boston: Little, Brown & Company, 1983. Grades 7 and above. A/C & R. Teenage horse lovers and mystery lovers alike will enjoy Isabelle



Good Dog, Bad Dog by Corinne Gerson

Holland's gripping new tale. The young heroine does not know her real name or where she came from. She was discovered at the bottom of a well and brought to a convent to recover. The nuns have named her Perdita.

As Perdita recovers, she finds that she is an excellent horsewoman, and it is her work at a local stable that leads her to rediscover her troubled past. In the course of regaining her memory, Perdita rescues an old horse from the slaughterhouse and exposes a cruel, sadistic rider. Not just another horse book, Isabelle Holland's novel will recommend itself to humane educators for its enlightened attitudes toward animals in general. Even the much-maligned stable rat fails to disturb Perdita, who sensibly observes: "I loved animals and recognized that rats had their place in the cosmic scheme of things, but I preferred to respect rats at a distance."

Unfortunately, like many horse trainers, Perdita makes a difference between a stable cat and a house cat—which may disturb some cat lovers. In general, however, her concern for all animals and for horses in particular makes *Perdita* a highly acceptable novel for use in humane education.

No One Is Going to Nashville. Mavis Jukes. Illustrations by Lloyd Bloom. New York: Alfred A. Knopf, 1983. Grades 2-5. A/C & R. When Sonia finds Max on the deck early one morning, she's determined to find a way to keep the dog, but her father isn't convinced. Sonia lives with him only on weekends; and he and Annette, Sonia's stepmother, would have to care for Max when Sonia returns to her mother's apartment during the week. Mavis Jukes tells the story of how Annette helps Sonia break down Dad's objections while the relationship between the daughter and stepmother grows. The only drawback to this otherwise enjoyable book is the negative and unfortunately

unexplained reference to the pound and its policy of keeping dogs for only five days. Attractive black-and-white drawings illustrate the text.

Shoot, Tank, Shoot. Jeff Millar and Bill Hinds. Kansas City: Sheed, Andrews and McMeel, Inc., 1977. Grade 5 and above. C & R.

"...And I'm Tank McNamara with the norts spews," blurts out the husky, ex-pro football player. Tank has certainly found his niche as the nation's most popular sportscaster. But on an ultimatum from his boss, the mighty Tank becomes an unwilling participant on a deer hunting trip. How Tank, despite his he-man image, fails to live up to the expectations of his hunting companions makes for a provocative presentation. *Shoot, Tank, Shoot* is a thought-provoking indictment of killing animals for sport and the way many people associate hunting with masculinity.

Based on the character from the syndicated cartoon strip "Tank McNamara,"



Shoot, Tank, Shoot by Jeff Millar and Bill Hinds

Shoot, Tank, Shoot is a recent addition to the series titled Cartoon Stories for New Children. Featuring cartoon illustrations and large, easy-to-read text, this helpful book raises serious issues in a highly accessible format.

War Horse. Michael Morpurgo. New York: Greenwillow Books, 1982. Grades 5-9. A/C & R. The story of a heroic horse, Michael Morpurgo's novel reflects a sensitive portrayal of war and the ways in which humans use and misuse animals. Joey, the beloved horse of young Albert Narracott, is sold to pull cannons for the British army at the outset of World War I.

Joey touches the lives of various soldiers and riders, some British, some French, some German. In a grim yet readable tale, his experiences point out the horrors and hopelessness of war. At the conclusion, Joey is by chance reunited with his original owner. Young Albert has grown during the war years and is now serving as a soldier himself. Told from Joey's own viewpoint, *War Horse* serves as a poignant reminder that humans are not the only victims of the evils they create.

That Dog! Nanette Newman. Illustrations by Marilyn Hafner. New York: Thomas Y. Crowell, 1983. Grades 1-4. A/C & R. When Barnum barks, Ben thinks he's singing. When the dog jumps on Mrs. Higgs, Ben says it's a new trick. And when Barnum digs up the garden, Ben explains that the dog just thought that Mrs. Higgs needed some help digging. Anyone who has ever



That Dog! by Nanette Newman

witnessed the special relationship between a child and his/her pet will laugh—and cry—with Ben and Barnum, the central characters of *That Dog!* Although the author overlooks a few details of responsible pet ownership (such as always putting a leash on a dog when it is outdoors), she provides a positive and often humorous picture of the special love and loyalty between Ben and Barnum—love and loyalty that continues even after Barnum dies. Marilyn Hafner's enjoyable, black-and-white illustrations complete this engaging book.

Cat Walk. Mary Stolz. Illustrations by Eric Blegvad. New York: Harper & Row, Publish-

ers, 1983. Grades 3-6. A/C & R. From the beginning, the little black barn kitten with the big white paws was different. Not content to live the life of an unloved barn cat, he wanted a name. He wanted to be a pet.

Being a pet turns out to be more than he bargained for, however. As the kitten grows to adulthood, he is shuffled from owner to owner—illustrating the sad fact that few pets spend their entire lives with their origi-



Cat Walk by Mary Stolz

nal owners. In his journey from one master to another, the kitten learns what it means to be neglected, to be hungry, to be treated as a plaything. Fortunately, he also learns what it means to be loved, and the book ends on a satisfying and believable note. Yet in the course of the novel, readers are subtly introduced to the most common examples of animal neglect—perpetrated not so much by people who want to hurt as by those who do not care enough *not* to hurt.

Cat Walk is a truly outstanding book. Well-written and thoughtfully illustrated, it carries a powerful message of the importance of maintaining a responsive attitude toward all creatures. The publishers indicate that the novel is designed for children aged eight to eleven, but *Cat Walk* is one of those rare books that will be moving and intriguing to adults and children alike.



Marmalade's Yellow Leaf. Cindy Wheeler. New York: Alfred A. Knopf, 1982. Grades K-1. A. "Cat people" of any age will recognize and enjoy the antics of Marmalade as the big yellow cat chases a small yellow leaf in this addition to Cindy Wheeler's series of books about Marmalade. The simple text and colorful illustrations are perfect for young readers. The books unfortunately portray Marmalade in many outdoor scenes, a factor that ignores the dangers and environmental problems associated with outdoor cats. On the positive side, however, the Marmalade series is excellent for building appreciation for cats and their behavior. Other books include *Marmalade's Picnic*, *Marmalade's Nap*, and *Marmalade's Snowy Day*.

WILD ANIMALS Fiction

The Pigeon Lover. George Abbe. Norfolk, Virginia: Donning Company Publishers: 1981. Grade 9 and above. A/C & R. Contrary to its title, *The Pigeon Lover* is not just about pigeons or even just about people who love pigeons. It is a tender tribute to all of the creatures who suffer at the hands of humans. It is the story of a man who cares enough about animals to defend them against the apathy and unnecessary cruelty of society. It is also the story of someone who prefers to appear a bit foolish at times than to relinquish his principles.

It is easy to love an endangered animal. *The Pigeon Lover* makes us examine our attitudes toward more common animals. With humor and sensitivity, one of America's foremost writers gives a first-person account of the battle to stop a city council from poisoning the town's pigeon population. Led by the hero, a small group of caring citizens fights the mayor, the town council, the inexorable village shopkeepers, and an apathetic public. The story will be enjoyed by teenagers as well as adults interested in animals and humane methods of animal control.

Moon Song. Byrd Baylor. Illustrations by Ronald Himler. New York: Charles Scribner's Sons, 1982. Grades 1-5. A. "Coyote was born by a brittlebush. His mother was the Moon." So begins Byrd Baylor's lyric retelling of the Pima Indian legend of the coyote. In a book dedicated to the "people who are trying to stop government programs from trapping and poisoning wild animals," the author portrays the mystical qualities of the coyote, focusing on the animal's special

relationship with night and the moon. Ronald Himler's dark charcoal illustrations set the tone for the text, and a simple black-and-white patterned border suggests the native American origin of the story.



Moon Song by Byrd Baylor

The Dead Bird. Margaret Wise Brown. Illustrations by Remy Charlip. Reading, Massachusetts: Young Scott Books (Addison-Wesley), 1983. Grades K-3. C & R. Originally copyrighted in 1938, this simple story by Margaret Wise Brown predates the myriad of more recent books that attempt to help children to understand death by dealing with the death of an animal. In this case, the animal is a bird that the children find shortly after it has died. Their imitation of a funeral enables the children to celebrate the bird's life and grieve over their loss. Charlip's warm, childlike illustrations add to the innocence of the story.

Fishman and Charly. Gibbs Davis. Boston: Houghton Mifflin Company, 1983. Grade 5 and above. A/C & R. To his austere, military-minded father, he is *Tyler Hawkins*. To Charly, his dreamy sister, and to his friend, Byron, he is *Ty*. But when he puts his fins and snorkel on, he becomes transformed into the extraordinary *Fishman*. Tyler loves the fish in his aquarium. Even better, he has discovered the joy of swimming in a nearby cove with a real live manatee as his companion. Tyler's relationship with Piety, the ugly, gentle, and endearing

sea cow, is told in this wise and funny tale of a motherless boy who finds a very special kind of family. Piety, like all Florida manatees is threatened by poachers. With Tyler's courageous help, the poachers are brought to justice; and the safety of Tyler's manatee friend is assured.

In her new book, Gibbs Davis brings much needed attention to the plight of the endangered manatee. Her affection for the enormous, gentle creatures is thoughtfully woven into this funny, lively tale, which will be enjoyed by both boys and girls. In addition, important issues of family ties and forgiveness are explored and brought to a conclusion that is satisfying without being saccharine.

Tony's Tunnel. Ann Sperry McGrath. Illustrations by Demi. New York: Holt, Rinehart and Winston, 1981. Grades K-3. A/C & R. For children who find such animals as spiders, mice, and snakes either frightening or creepy, *Tony's Tunnel* will provide a refreshing change of perspective. Tony is a young boy, whose secret hiding place—a large drain pipe under a road—is shared by a mouse, a spider, a black snake, a turtle, and assorted lizards and frogs, with an occasional visit by a woodchuck and a skunk. Instead of being frightened by the coinhabitants of his tunnel, Tony brings treats for some of them, draws their pictures on the side of the tunnel, and even devises a special house for the mouse to keep it safe from the black snake. A fun book for your readers, *Tony's Tunnel* is cut with an oblong hole through the entire book—a hole that becomes handles for the reader when the book is open, and forms the ends of the tunnel in the illustrations.

WILD ANIMALS Nonfiction

Secrets of a Wildlife Watcher. Jim Arnosky. New York: Lothrop, Lee, and Shepard, 1983. Grade 5 and above. K & U/A. Arnosky's book combines an easygoing, conversational style with beautiful illustrations to describe the techniques of wildlife observation. The reader learns the secrets of stalking, the downwind approach, observing camouflaged animals, as well as the dangers of getting too close. The book also includes interesting sections on the use of binoculars and the construction of simple, effective observation blinds. Through concise factual descriptions, as well as accounts of his own personal experiences, Arnosky provides

a wealth of information on the physical appearance and behavior of the animals native to his northern Vermont home—animals such as the white-tailed deer, eastern coyote, skunk, newt, box turtle, and numerous birds. The various chapters are divided according to specific animal characteristics and habits and serve to reinforce the notion that to be successful, the wildlife watcher must possess a detailed knowledge of and respect for the animals that share our world.

Two Coyotes. Carol Carrick. Illustrations by Donald Carrick. New York: Clarion Books, 1982. Grades 1-5. K & U. Two coyotes struggle for survival during a difficult winter season. The hungry male coyote and his pregnant mate search endlessly for a supply of food but find little to eat. Finally, they discover a fallen buck and appear to be saved. But soon another male coyote approaches the food, and the two males must fight for survival. Carrick presents a sensitive and believable story about coyotes, based on a realistic understanding of the animals' natural behavior. An interesting and compassionate account of one of this country's most widely misunderstood predators, Carol Carrick's book should go a long way toward correcting young readers' ignorance about the coyote. Donald Carrick's three-color illustrations enhance the story.

One Day in the Desert. Jean Craighead George. Illustrations by Fred Brenner. New York: Thomas Y. Crowell, 1983. Grades 5-7, K & U. Plants drop their leaves to prevent evaporation of water from their broad surfaces. The kangaroo rat manufactures water from the starch in the seeds it eats. The coyote, desert fox, and cougar hunt in the coolness of the night. These are just some of the ways the plants and animals of the Southwestern United States adapt to life in the desert. In a simple yet captivating style, Jean Craighead George tells a story of survival during one of the hottest days on record in the Sonoran Desert of Arizona. Her book is filled with interesting facts about the ways in which various species survive the extreme desert weather conditions—the relentless heat and “a bubbling, singing” flash flood that rises “like a great cement wall” to fill the canyon. Although some of the descriptions of animal behavior are anthropomorphic, *One Day in the Desert* is informative and interestingly presented in story fashion. Brenner's detailed sketches superbly complement the descriptive quality of the text.

Bears in the Wild. Ada and Frank Graham. Illustrations by D. D. Tyler. New York: Delacorte Press, 1981. Grades 4-8. K & U/

A/C & R. In this colorful and informative account, the Grahams reveal the true nature of one of nature's most interesting, intelligent yet most misunderstood animals. *Bears in the Wild* contains an abundance of information on the history of human perception and persecution of bears as well as a wealth of facts on the many species native to the United States. The Grahams also discuss some of the lesser-known bears from around the world such as the Himalayan black bear and the spectacled bear of South America. Included are interesting chapters on the problems that arise when people interfere with bears in our national parks, and the famous study of the grizzlies of Yellowstone conducted by the Craighead family. *Bears in the Wild* concludes by urging humans to make an effort to understand and respect these occasionally unpredictable creatures and to provide them with a space of their own, lest we lose them forever. Attractive, detailed line drawings by D. D. Tyler complement the text.

Gibbons. Patricia Hunt. New York: Dodd, Mead & Company, 1983. Grades 2-5. K & U/C & R. This well-written account of the gibbon's life-style and habitat is told from a protectionist's point of view. Hunt follows a family of gibbons (small, graceful apes that reside in the Asian jungle) through a day of feeding, vocalizing, caring for their young, resting, and playing. She also documents the case of a gibbon who was used for medical research but who was rescued and allowed to live out its days in an animal rehabilitation center. The author further informs the reader of the consequences of habitat destruction for the gibbon. Hunt closes the book by observing: “The more we can work toward leaving gibbons in the wild and ensuring them a wild home, the better.” Black-and-white photos enhance the sensitive text of *Gibbons*—an enjoyable natural history book by an author who cares deeply about her subject.

The Secret World of Underground Creatures. Dorothy Leon. New York: Julian Messner, 1982. Grades 4-6. K & U. In clear, readable prose, Dorothy Leon explains the biology and behavior of a host of familiar and lesser-known animals who spend much of their lives in secluded, underground burrows, tunnels, and lodges. Among the species Leon discusses are the harvester ant, trapdoor spider, desert tortoise, burrowing owl, and prairie dog. In addition, there is a chapter devoted to the origins of underground living, as well as an excellent concluding chapter titled “A Mini Safari for You.” This final section contains practical advice

for the young wildlife watcher, including a warning to view animals from a distance, never disturbing, feeding, or touching them. Many of the ideas contained in this section such as keeping a journal of “safari” experiences, lend themselves nicely to class projects and field trip activities.

Orangutans. Kay McDearmon. New York: Dodd, Mead, and Company, 1983. Grades 2-5. K & U. McDearmon offers a detailed and colorful account of the physical characteristics, behavior, and habitat of what is surely one of the world's most intelligent and fascinating creatures. We learn that, despite its intimidating appearance and incredible strength, the orangutan is actually a shy, peaceful animal. Numerous black-and-white photographs reveal the various aspects of the orang's habits and life-style as well as the captivating subtlety of its facial expressions. Unfortunately, as McDearmon tells us, the orangutan is the most endangered of all the great apes. Though the author maintains a largely nonjudgmental attitude concerning past exploitation of orangs, she includes a discussion of the major threats to

the animal's existence today as well as current efforts to save it in the wild.

Animals and Their Niches: How Species Share Resources. Laurence Pringle. Illustrations by Leslie Morrill. New York: William Morrow and Company, 1977. Grades 4-6. K & U. Pringle has taken on a difficult task: explaining evolutionary processes and adaptive techniques to the young reader. However, through a well-explained text, he has succeeded in his attempt. The book explains, for example, how five species of warblers coexist successfully in the same territory through variations in feeding patterns. Garter snakes, minnows, desert rodents, and African predators are also described in terms of their niches and roles in the ecosystem. Pringle has included a glossary and bibliography to help young readers understand a subject that has fascinated biologists for years. Full-page, black-and-white drawings by Leslie Morrill beautifully illustrate this book.

Exploring the World of Wolves: Wolfman. Laurence Pringle. New York: Charles



Animals and Their Niches by Lawrence Pringle

Scribner's Sons, 1983. Grades 6-8. K & U/A. In this readable and interesting biography, Pringle traces the career of David Mech, a renowned biologist who, for twenty-five years, has made an extensive study of the wolf and wolf-prey relationships. The book begins with an account of Mech's early days on Isle Royale, hiking hundreds of miles of rugged trails and flying long hours with his pilot in search of wolf signs. We are subsequently transported to northern Minnesota, where Mech and his team of graduate students carry out their research with the aid of sophisticated radio tracking devices. Throughout the book, Pringle provides interesting information on wolf behavior and the wolf's relationship with its environment. Through the touching story of Lightning, one of Mech's captive wolves, we learn the cruelty and injustice of keeping wild animals as pets. *Wolfman* also provides the young reader with a realistic picture of the hard work, dedication, adversity, and rewards that can characterize the life of a wild-life biologist.

Bobcat. Hope Ryden. New York: G. P. Putnam's Sons, 1983. Grade 5 and above. K & U/C & R. Famed naturalist Hope Ryden has written an excellent book about a wild feline found only in North America—the bobcat. The comprehensive text traces the evolution of the bobcat and its adaptive abilities and goes on to relate the story of a mother bobcat and her kittens. Even young naturalists will easily understand Ryden's explanations of natural selection, behavioral patterns, and genetic mutations. A special feature is Ryden's closing plea for the end of human intervention in the natural world. Black-and-white photographs by the author enhance this well-written book.

Backyard Insects. Millicent E. Selsam and Ronald Goor. Photographs by Ronald Goor. New York: Four Winds Press, 1981. Grades K-3. K & U. This colorful book for the young naturalist discusses insects' adaptive and protective techniques for survival. The text invites the reader to find the camouflaged insects in the large closeup photos. Selsam and Goor discuss hidden insects, insects with "warning" colors, copycat insects, and insects that appear to have two heads. The authors present an objective view of how insect species have been able to thrive for millions of years in spite of numerous predators. Goor's amazing photographs will delight and fascinate readers of all ages.

The Bird Book. Laura Storms. Illustrations by Sharon Lerner. Minneapolis: Lerner

Publications Company, 1982. Grades K-3. K & U/A. This early nature book introduces some common bird varieties to the young reader. Each bird—including the robin, red-winged blackbird, Baltimore oriole, and cedar waxwing—is described by appearance, song, and habits. The colorful illustrations by Sharon Lerner employ an attractive collage technique of paper and watercolor. Laura Storms closes the book by observing, "Take the time to notice our bird friends.... Birds are a beautiful part of nature all year long."

The Owl Book. Laura Storms. Illustrations by Jack Sadoway. Minneapolis: Lerner Publications Company, 1983. Grades K-3. K & U/A. Similar in format to *The Bird Book*, this nature book by the same author



The Owl Book by Laura Storms

describes and illustrates twelve North American owls. The description of each owl notes the owl's range, size, feeding habits, and song, as well as ethical concerns for the species as a whole. In addition, *The Owl Book* opens with a general introduction on owls as a family and closes with a plea to readers to help preserve this bird. Brown-tone illustrations by Jack Sadoway are so minutely detailed, they often resemble photographs. *The Owl Book* is a fine resource for the young naturalist.

Butterflies and Frogs. Graham Tarrant. Illustrations by Tony King. Los Angeles: Natural Pop-Ups (International Communications, Inc.), 1983. Grades K-2. K & U. These two delightful pop-up books will in-

form and entertain even very young children. Each book discusses the life cycle of the animal, its range, and its feeding habits in text that is both factual and easily understood by early readers. Nonreaders will delight in the participatory nature of the books—each is enhanced by colorful illustrations that open, pop up, or slide back and forth. Because young readers gravitate to books they can manipulate as well as read, Tarrant's *Butterflies* and *Frogs* are excellent natural history selections for any primary level reader's corner.

Leaky the Elder: A Chimpanzee and His Community. Geza Teleki, Karen Steffy, Lori Baldwin. New York: E. P. Dutton, 1980. Grades 3-7. K & U/A/C & R. The authors of *Leaky the Elder* offer a rare glimpse inside a chimpanzee community by integrating detailed descriptions of primate behavior into a storylike account. Their vivid portrayal of daily primate life attests to the many similarities shared by chimps and humans, without lapsing into anthropomorphism. Numerous photographs make the text come alive and reveal the endless variety and subtlety of chimpanzee expressions and postures. The book concludes with a plea to humans to end the capture and killing of African chimpanzees and recognize that each animal is important to the welfare of its community. *Leaky the Elder* would be most valuable for the classroom when used in conjunction with a more traditional, factual discussion of chimpanzee behavior.

The Wilderness War: The Struggle to Preserve Our Wildlands. Edward B. Weinstock. New York: Julian Messner, 1982. Grade 9 and above. K & U/A. This fascinating, fact-filled book provides an excellent account of the wilderness preservation movement in the United States. Weinstock traces the history of attitudes on both sides of the development/preservation controversy from colonial times to the present. The history of legislative efforts to preserve our wilderness as well as the emergence and development of the national park system are also discussed. Weinstock includes inspiring profiles of those who led the wilderness preservation movement throughout the nineteenth and twentieth centuries—men such as John Muir, Aldo Leopold, and Robert Marshall. The final chapters discuss present-day threats to our wildlands such as mass recreation, pollution, and acid rain. *The Wilderness War* is a rich source of information for teachers, as well as an excellent resource for junior high school and high school students. The self-contained chapters lend themselves well to individual reading assignments. ♥

PRODUCTIVE PARTNERSHIPS / JUDI KUKULKA AND WILLOW SOLTOW

PILOT PROGRAM BRINGS TEACHERS AND SPCA TOGETHER



Judi Kukulka (left), West Coast Representative for NAAHE, questions Julie Cone of the San Francisco SPCA about the benefits and draw-backs of spending so much time with just a few schools. The SPCA's pilot program commits Julie to visit each of the two participating schools for a block of time each week.

When students form a patrol to rescue injured birds, when they respond caringly to an ill and aging stray dog in the schoolyard, when classroom teachers actively include humane education as part of their regular curriculum...then you know that your time as a humane educator has been worthwhile.

One person who knows what it means to experience such a feeling of accomplishment is humane educator Julie Cone of the San Francisco SPCA. Recently we spoke with Julie about her role in a special three-year pilot program developed by the SF/SPCA.

The pilot program grew out of the SPCA's desire to provide a more comprehensive humane education curriculum in the area's elementary schools. SF/SPCA Education Coordinator Ken White began to address this need several years ago by creating the Animal Awareness Club. Centered around five

theme packets that are provided free to local teachers, the Animal Awareness Club program assists teachers in introducing students to various animal issues. The packets, delivered throughout the school year, contain instructional material on animal classification, pet care, California wildlife, animal communication, human activism, and much more. (For more information on the Animal Awareness Club, see "NAAHE Salutes" in the September 1980 issue of HUMANE EDUCATION.) Although the new materials were well received, Ken and Julie felt that the program needed to be expanded.

Julie explains, "We decided after giving out the Animal Awareness Club packets to all the teachers free of charge and backing them up with two classroom visits per year, it still wasn't enough. We asked ourselves: How can we reinforce what we are doing? Actually make humane



Julie and her dog Blueberry discuss the pilot program with Lakeshore Elementary School teacher Carol Leikem. The program is marked by a special rapport between the visiting educator and the teachers—a factor that is responsible for the high degree of interest and enthusiasm on both sides.

education a part of the curriculum?"

The option of visiting the schools more often was appealing. School visits would make it possible to demonstrate the activities and motivate the teachers to make better use of the materials. But how many schools and how many visits? Rather than make limited visits to a large number of schools, Julie and Ken chose a different approach—one that has contributed significantly to the success of their program. It was decided to concentrate visits in just a few schools. Each target school would be the focus of intensive programming for a three-year period. Then Julie would move on to other schools leaving the teachers to carry on the program with the materials—and

enthusiasm she would leave behind.

Julie works with two elementary schools, visiting each for one day a week and interacting with one-third to one-half of the classes at a visit. During the first year of the program, Julie conducts most of the teaching with the help of various animal demonstrators and follows the theme packets of the Animal Awareness Club. For many of the sessions, she is assisted by her own dog, Blueberry, who has virtually become the mascot of Lakeshore Elementary School.

"The second year is kind of different," explains Julie. "Instead of me and the animals being the focus, we're switching it more to the teacher. For the second year, we pick a few teachers who seem enthusiastic. We continue to visit other classes in the school, but we visit these particular classes every week. We give out preparatory and follow-up materials for each program that the students are asked to do. The teacher is asked to follow up on these and return them to me. The idea is to support the teacher in using the activities and sheets on his or her own."

The 1983-84 school year represented the second year of the new pilot program. By the third year (this coming fall), Julie is hoping to phase out her role and leave the program as much as possible in the hands

Looking for ideas to help you plan your next unit on

- ☐ Pet Care
- ☐ Endangered Species
- ☐ Wildlife Habitats
- ☐ Marine Animals

Or other animal-related topics?

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Several of the teachers in the pilot program schools have acquired classroom pets whose care and observation form the basis of ongoing humane education activities. Since the program began, teachers have begun to come to Julie for advice on whether they should adopt a classroom pet, what kinds of animals are appropriate, and what special care is required for each.

of the classroom teachers. Her plan is to meet with the teachers once a week and with students twice a month for special projects. "By then," she says hopefully, "humane education should be a natural part of the teachers' curricula." At that time, she will focus intensively on other schools, although she will continue occasional visits to the original schools, just as she does for every school in the city.

The pilot program has successfully benefited the SPCA in a number of ways. Through the Animal Awareness Club, humane education materials and programming have been made available to more children than the organization could possibly reach on its own. The new pilot program has provided a means for encouraging classroom teachers to use the materials and for helping them to become self-sufficient in teaching about humane ethics and animal issues. The classroom teachers have responded with such enthusiasm, it is easy to see that they will carry on Julie's teaching efforts long after Julie herself has shifted emphasis to other schools.

In addition, the teachers and school administrators are pleased with the quality of materials being offered and the effects of the program on their students. Sharon Guillestegui, principal of the Lakeshore Elementary School notes, "We have bird nests everywhere outside our building, and over one weekend somebody knocked down most of them. The kids came in on



—Photos by Kathy Savesky

Teachers in the pilot program report that not only do their students enjoy the humane education activities, they also appear to be retaining the information presented and acting on what they have learned. These fifth grade students at the Lakeshore Elementary school are eager to answer Julie's questions about what constitutes a responsible pet owner.

Monday and were very upset. They couldn't understand why someone would do that to a bird. I feel this awareness is part of the result of our involvement with the SPCA."

The teachers involved in the program can't get enough of Julie and humane education in their classrooms. Ellen Champlin and Carol Leikem, fourth and fifth grade teachers at Lakeshore Elementary, are enthusiastic about the ways in which the program has helped their students. They cite the growing respect the children are demonstrating toward all living creatures. Carol points out, "The most popular job in our classroom has become that of pet monitor." And Ellen adds that the children are learning to "think beyond themselves."

The program has even had an impact on students' parents, some of whom have allowed their children to adopt pets from the SPCA after hearing about the program from their youngsters. "The parents are very positive," observes Sharon Guillestegui. "Parents run our library, with teacher input; and they have seen what a demand there has been for books about animals."

All of the participants give the pilot program high marks. From the point of view of the SPCA, the teachers, the principals, the students—even the students' families—the program has benefited everyone. And that, of course, is just what a productive partnership is all about! ♥

Judi Kukulka is the Humane Information Associate for The HSUS West Coast Regional Office. She also serves as West Coast Representative of NAAHE.

RESEARCH IN REVIEW

Extending Humaneness from Animals to People: A Look at the Transference Theory

by Bill DeRosa

Many of us at one time or another have been confronted with the problem of defending or promoting the concept of humane education. This can be a difficult task, particularly if we are attempting to influence a person who has never thought of animals and animal welfare as subjects worthy of serious consideration. Often at such times, if we sense that an emphasis on animals may not be well received, we feel compelled to support our position by arguing that if children learn to feel kind and compassionate toward animals, they will feel similarly toward human beings as well. When we make such statements, we are expounding what is known as the transference theory. According to the transference theory, attitudes toward animals are transferable, or will generalize, to humans.

Throughout the years, the transference theory has been used in many attempts to set forth a definitive rationale for humane education. The theory is often cited to support proposals for introducing humane education into school curricula and shelter programs. Recent research, however, has begun to cast some doubt on the validity of the transference theory. During the spring of 1981, Vanessa Malcarne conducted a study at Stanford University that attempted, in part, to determine if children's experiences would increase those children's empathy toward animals; and if so, whether this would lead to increased empathy toward other children. (A summary of this study can be found in the December 1981 issue of HUMANE EDUCATION). Malcarne found that children who had experienced increased empathy toward animals after role-playing, showed little tendency to extend this empathic attitude to children. In other words, the students' increased empathy toward animals did not transfer to other children.

In 1982, a study was carried out by Dr.

John J. Ray, a sociologist from the University of New South Wales in Australia. In his study, Ray attempted to determine whether a correlation, or relationship, existed between people's love of animals and their love of people. Ray developed two attitude scales, one designed to measure love of animals, the other designed to measure love of people. These scales were put into questionnaire form and sent out to 400 people who had been randomly selected from the voter registration lists of New South Wales, Australia. Based on the transference theory, we might expect those people who demonstrated positive attitudes toward animals on the questionnaire to consistently show a high degree of love for people as well. According to the results of Dr. Ray's study, however, this was not shown to be the case. Although Ray found correlations between attitudes toward animals and age, sex, and number of children (pet lovers tended to be younger, were more likely to be female, and had fewer children), the two scales, love of animals and love of people, were found to have no significant correlation. In other words, people's attitudes toward animals, whether positive or negative, were not found to be reliable predictors of their feelings toward people.

The findings by Malcarne and Ray suggest that the transference theory, although it seems to make perfect sense on the surface, may not be as fundamentally valid as we might have hoped. Nevertheless, the research findings do not unequivocally disprove the contention that children who are taught to be kind and compassionate to animals will demonstrate similar attitudes toward people. Both of the studies discussed above were rather limited in scope, and neither attempted to determine the effects of a comprehensive humane education program on children's attitudes toward animals and people. Malcarne's study was concerned solely with the effects of a single educational technique (role-play) on a single psychological-emotional state (empathy). Her research was further

limited by a small sampling size and the relatively short period of time the children were actually involved in role-play. The study by Dr. Ray was an attempt to determine the existence of a correlation between existing attitudes in adults, rather than to examine the impact of an educational program on children's attitudes.

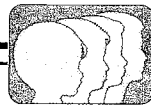
The transference theory has, in fact, received support from classroom teachers who have observed positive changes in children's attitudes toward their classmates after humane education programs or units involving classroom pets. Perhaps a classroom setting in which children take part in humane education activities over a long period of time and have the opportunity to continually interact with one another facilitates the transfer of positive attitudes from animals to human beings. Or it may well be that teaching to the transfer—that is, emphasizing the need to extend attitudes of humaneness to all living things—accounts for the discrepancy between some of the research findings and actual classroom experiences.

Clearly there are many variables to consider—teaching methods, program duration, and the nature of the educational environment to name a few—before we can conclusively determine the validity or invalidity of the transference theory. Until additional research has been completed, however, the findings of existing studies, such as those by Malcarne and Ray, should serve to caution us against relying too heavily on the transference theory when attempting to formulate a rationale for current or proposed humane education programs. ♥

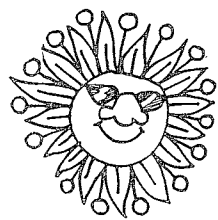
Reference

Ray, John J. "Love of Animals and Love of People." *The Journal of Social Psychology* 116: 229-300, 1982.

Note: For copies of any studies reported on in *Research in Review*, or for further information on any topics covered, contact Bill DeRosa at NAAHE, Box 362, East Haddam, CT 06423.



JULY AUGUST SEPTEMBER



Summer is here! While some educa-

tors plan to take a rest from the classroom in the coming months, others look forward to summer teaching activities. Our July and August activities are ideal for use in summer school and camp classes. And when September rolls around, you may find humane education provides a positive means of helping students get back into the classroom routine.

1 JULY - 30 AUGUST

Summer Vacation

These months are prime vacation time. As warm weather sets in, various summer pet problems arise. Have your students make a class chart or bulletin board of summertime DO's and DON'Ts for responsible pet care. DO: Check and refill water bowls often, be prepared to combat parasites such as fleas and ticks, be sure outdoor pets have plenty of shade available. DON'T: Let your pet ride with his head out the car window; leave him in a hot, parked

car; or take him on vacation unless you have made reservations at hotels and campgrounds that specifically accept pets. And never adopt a stray animal during your vacation unless you plan to give it permanent care. If you find a homeless animal but cannot give it the care it deserves, see that it arrives safely at the local humane society.

6 JULY

Beatrix Potter's Birthday

Celebrate the birthday of author/illustrator Beatrix Potter by reading one or more of her colorful animal tales with your young students. Discuss: How do the animal characters behave in comparison to real animals? How are they different from real animals? How are they similar to real animals? Do real animals have feelings? feel pain? enjoy playing with each other? What are some things that real animals and your students have in common? Are your students afraid of the animal characters represented in the story? In real life, are students afraid of the kinds of animals represented by the story characters? Why or why not?

12 JULY

Henry David Thoreau's Birthday

On this day in 1817, Henry David Thoreau was born. Have your older students explore the writings of this sensitive observer of nature. Suggest that students read

Walden, keeping a notebook of Thoreau's humane comments on animals.

Youngsters may also be inspired to begin their own humane education nature journals. A period of class time may be set aside for classroom sharing of journal entries.

25 JULY

Farm Safety Day



Farm Safety Day may be an appropriate day for you to explore animal-related farming issues with your students. Point out to your class that safety should apply not just to farm workers but to farm animals as well. Some intensive farming practices cause unnecessary stress and injury to millions of animals each year. Encourage students to research and discuss the methods used today to raise veal calves, hogs, poultry, and beef and dairy cattle. Suggest a class debate on the pros and cons of "factory farming" or on alternatives to traditional meat consumption—such as becoming a vegetarian or "concerned omnivore." For further information, the 32-page booklet *Farm Animal Welfare and the Human Diet: Agriculture or Agri-cide?*, including six fact sheets, is available for \$2.50 from The Humane Society of the United States, 2100 L Street, NW, Washington, DC 20037. (Specify order number IS5007.)

1 AUGUST

Friendship Day

What better day than Friendship Day to make an animal friend? Encourage students to do at least one kind deed for an animal on this day. Students may elect to help out their own or a neighbor's pet, a wild or a stray animal. Discuss possible good deeds with your class. An offer to walk the neighbor's dog helps both the dog and the neighbor. Students without pets may also opt to put out birdseed or cut-up apples for wild birds and squirrels. Tomorrow have students share their special humane deeds with the rest of the class.

3 AUGUST

Columbus Sets Sail

On this day in the year 1492, Christopher Columbus set sail for the New World. Have students investigate which animals were plentiful in North America in 1492 that have since become rare or extinct. Discuss with your students how immigrants to the New World helped to cause the extinction of these animals. Teachers and upper level students will find a helpful resource for this subject in *Wildlife in America* by Peter Matthiessen (New York: Penguin Books, 1977). Richly supplemented with firsthand accounts from early journals and letters, *Wildlife in America* chronicles the fate of the original creatures of this continent from the time of the white man's arrival in the New World to the pres-

ent, allowing us a unique glimpse of an America we can never hope to know.

29 AUGUST

Henry Bergh's Birthday

Celebrate the birthday of Henry Bergh, founder of the American Society for the Prevention of Cruelty to Animals (ASPCA) by visiting your local animal shelter with older students or reading Syd Hoff's *The Man Who Loved Animals* with very young children. If a trip is not possible, perhaps a shelter representative would be willing to come speak to your class or group.

Reprints of "A Visit to the Animal Shelter" (HUMANE EDUCATION, June 1982) are available from NAAHE for 50 cents each.

In some communities, "unsheltered" animal welfare organizations have been formed to help animals through public education, working for better laws, providing financial assistance for pet owners who want to have their animals spayed or neutered, or assisting local municipal animal shelters. If such a group exists in your community, invite a representative to speak to your students about the variety of work done by animal welfare agencies.

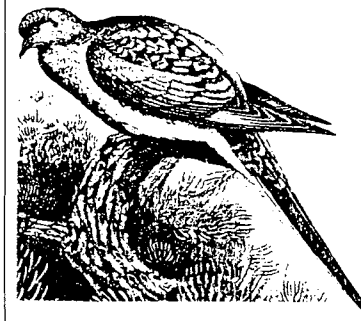
SEPTEMBER

Back to School

The beginning of the school year marks the end of summer routines for students and pets alike. Explain to students that just as they have to readjust to a new schedule so do their pets. Alert students to the problems that arise when

animals follow their young owners to bus stops and school grounds. Dogs and cats that are not kept at home run the risk of being hit by cars, becoming lost, or being stolen. Discuss local leash laws and the reasons behind those laws. Remind students that their pets may exhibit disruptive behavior in these first few weeks of change. A little extra attention when students return home at the end of the school day may make all the difference between having a problem pet and a happy, well-adjusted animal friend.

1 SEPTEMBER



Martha Dies

On this day in 1914, Martha, the last surviving passenger pigeon, died in captivity at the Cincinnati Zoo. Devote a portion of class time during this week to a consideration of the phenomenon of people-hastened extinction. Explain that passenger pigeons were once so plentiful, they were said to "blacken the skies" with their numbers. By the end of the nineteenth century, however, commercial and recreational hunting interests had reduced the passenger pigeon to such a low population level that the birds eventually died out. Scientists now believe that huge breeding colonies were

necessary in order for the passenger pigeon to reproduce. By the time people noticed that the birds were disappearing, it was too late.

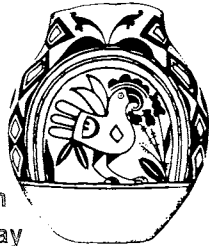
The Kind News Feature in this issue of HUMANE EDUCATION contains plenty of teaching strategies for study units on currently endangered animals. Help students build an awareness of such human factors as habitat destruction, overhunting, and pesticide use, which cause animals to become endangered or extinct.

23 SEPTEMBER

First Day of Autumn

The first day of autumn is an ideal time for students to explore the ways in which wild animals prepare for the coming of winter. You may want to have students keep a notebook of wildlife activity which they observe at this time. Alert them to the increased activity on the part of squirrels and chipmunks and discuss the reasons behind it. Youngsters will also observe that some bird species begin to flock together in the fall, while others set out on their migratory journey south. Encourage students to begin thinking about the changes that winter brings by having them discuss how their own families prepare for the advent of cold weather months. Such preparation might involve anything from bringing warm clothing out of storage, to buying a space heater. Then have students investigate: Which animals in their community prepare for winter? How do they prepare? Do any of them hibernate? What happens to an animal during hibernation?

26 SEPTEMBER



American Indian Day

Point out to students that Native Americans are not a single people with a single culture. From the Algonquian to the Inuit, from the Mohawk to the Navajo, Indian customs and life-styles differ vastly from one another. In many Native American tribes, however, animal myths have often figured in religious and social practices. Have students spend some time in the library looking for Indian myths that center upon animals. Let the class share some of students' favorite myths as a group. You may want to read these myths to the class yourself or let students share the reading aloud. Afterward discuss with your students: How were animal characters portrayed? Did the animal characters behave like real animals? Did they have magical qualities? What adjectives would you use to describe their different characters? Why was an animal character rather than a human used as a vehicle for telling each particular myth? How do you think the animal was regarded in real life by the Indians who used it in their myths? ♥

FILM REVIEWS

by Argus Archives

This has been the time of the finishing off of the animals, they are going away—their fur and their wild eyes, their voices. Deer leap and leap in front of the screaming snowmobiles until they leap out of existence. Hawks circle once or twice around their shattered nests, and then they climb to the stars. I have lived with them fifty years, we have lived with them fifty million years, and now they are going, almost gone. I don't know if the animals are capable of reproach.

But clearly they do not bother to say good-bye.

—Hayden Carruth

■ Extinction is irreversible. Many human activities wittingly or unwittingly prove harmful to the animals that share our world. The film and filmstrips reviewed below are designed to build an awareness of the problems of endangered species in younger audiences—primary through second grade. We conclude with a list that updates price and ordering information on the selection of films for older students reviewed in the Film Reviews segment of the March 1982 issue of *HUMANE EDUCATION*. For more detailed reviews of these films, send a self-addressed, stamped, business-sized envelope to NAAHE, Box 362, East Haddam, CT 06423.

SAVING OUR WILD ANIMALS

This two-part filmstrip set, produced by the National Geographic Society, explores the current status of a number of endangered animals in America, including the black-footed ferret, wolf, prairie dog, bobcat, grizzly bear, bald eagle, sea otter, and whale. Superb photography highlights the presentation of scientific methods for study of these endangered species. Excellent guides accompany each 13-minute sound filmstrip. Suitable for grades K-6, the program is available for purchase (\$59.95) from The National Geographic Society, 17th and M Streets, NW, Washington, DC 20036.

VANISHING ANIMALS OF NORTH AMERICA

This five-part filmstrip set provides an in-depth look at the history of endangered

species, animal habitats and their destruction, protected animals such as the California condor and Florida key deer, and prospects for the future of endangered animals in general. Each 13-minute filmstrip is accompanied by a helpful teacher's guide. Designed for grades K-6, the set may be purchased (\$110.95) from The National Geographic Society, 17th and M Streets, NW, Washington, DC 20036.



—The National Geographic Society/Anne B. K. Krumbhaar

Save the Panda, a new film from The National Geographic Society, focuses on recent efforts to maintain the giant panda population in China.

CONFISCATED!

This set of two sound filmstrips produced by The Humane Society of the United States for grades 3-8 provides an introduction to the illegal traffic in products made from endangered species. Students learn that only through enforcement and public education can the unnecessary slaughter of endangered animals be brought to a halt. A comprehensive teacher's guide includes a glossary, quizzes, tests, exercises, bibliography, lists, and samples of correctly addressed letters to politicians. Order this excellent set (\$56) from Encyclopaedia Britannica, Educational Corporation, 425 North Michigan Avenue, Chicago, IL 60611.

WHALES

This excellent 13-minute filmstrip focuses on various kinds of whales, the scientific method of whale study, and includes

humpback whale songs. A brilliant photographic display, the program is designed for grades K-6 and includes a useful teacher's guide. *Whales* is available for purchase (\$29.95) from The National Geographic Society, 17th and M Streets, NW, Washington, DC 20036.

SAVE THE PANDA

This 50-minute film (not a filmstrip as in the above listed reviews) centers on efforts to save the giant panda of China. As human populations expand, habitat destruction is a growing threat to this endangered yet endearing creature. The film shows a team of scientists studying panda behavior and the ecology of bamboo—the panda's main food source. Included are scenes of a baby panda born in the Mexico City Zoo in 1981. This outstanding film, intended for grades 3-8, is available for purchase (\$595) or rental (\$43) from The National Geographic Society, 17th and M Streets, NW, Washington, DC 20036.♡

The following is a brief listing of the films reviewed in our March 1982 Film Reviews with price updates.

Wolves and the Wolf Men (1970), designed for grade six and above, is available from Films Incorporated, 1144 Wilmette Avenue, Wilmette, IL 60091 for purchase (\$600), for rental (\$50), or in videocassette (\$450).

At the Crossroads (1976), suitable for all age levels, may be obtained for purchase (\$450) or rental (\$45) from Stouffer Productions, P.O. Box 15057, Aspen, CO 81611.

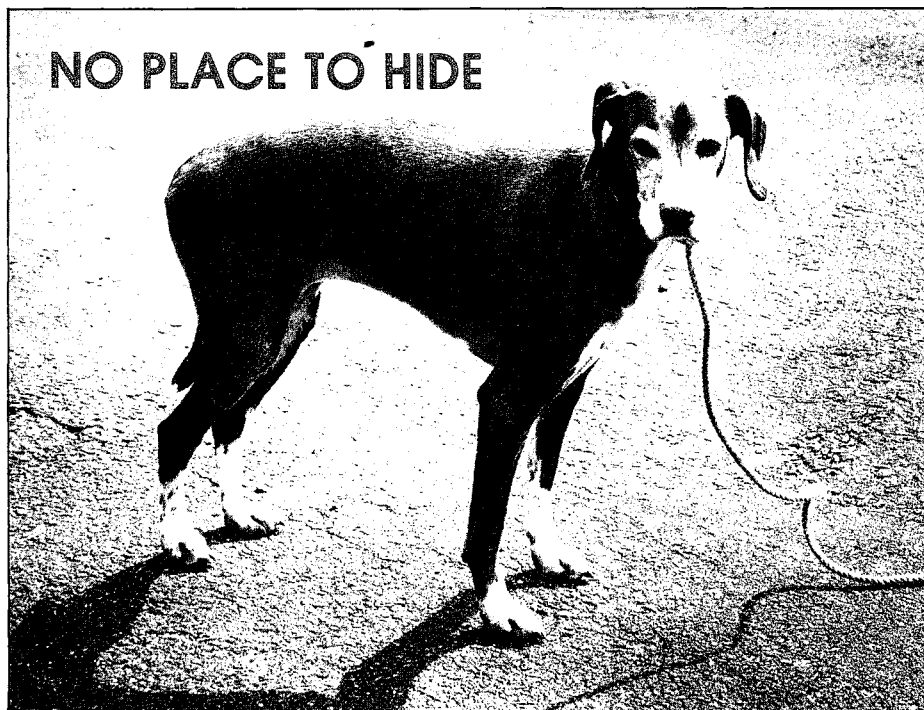
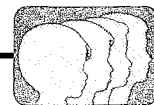
The Last Stronghold of the Eagles (1981), for grade four and above is available for purchase (\$450), for rental (\$40), or in videocassette (\$350) from Learning Corporation of America, 1350 Avenue of the Americas, New York, NY 10019.

Last Days of the Dolphins (1976), appropriate for grade three and above, is available for purchase (\$350) or rental (\$19) from Association Films, 866 Third Avenue, New York, NY 10022.

Additional films on endangered species and other animal-related topics are reviewed in *Films for Humane Education*, which may be purchased for \$5.75 (postage included) from Argus Archives, 228 E. 49th Street, New York, NY 10017.

NO PLACE TO HIDE





—John J. Dommers



Out in the hot sun is no place for a dog to be tethered. Without shelter or a shady area to provide relief, a dog can quickly succumb to the heat.

Review with your students the summertime needs of family pets. Use the photograph on the reverse side of this page as a springboard for discussion on pet owner responsibility. For instance,

should a dog be left tied up without access to a filled water bowl? Where are this dog's collar and license tags? Outdoor pets are frequently victims of such parasites as fleas, ticks, and worms. The dog in the picture isn't wearing a flea collar. Is it likely that the owner of this pet has made other provisions to combat parasites?

Even people who care about their

animals are sometimes unaware that their actions prove unpleasant or even harmful to their pets. Ask students to tell what they would do if they saw a dog tied out in the sun without any water or shut up in a hot car with the windows closed. Would they risk action that might anger the owner? Or would they take a chance letting the animal die as a result of the owner's negligence? ♥



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